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ABSTRACT

The theme of the Ninth Annual International Congress of the International Council on Health, Physical Education, and Recreation (ICHPER), where the papers in this collection originated, was "Educational Planning in Health, Physical Education, and Recreation." After greetings from six distinguished Korean leaders and the Presidential address by Julien Falize, the collection contains the following papers presented at the first two sessions: "Educational Planning in Health, Physical Education, and Recreation;" "The Role of the Professional Organization in Health, Physical Education, and Recreation;" "Accomplishments of Professional Organizations;" "School and Community Cooperation in Planning Programs in Physical Education and Recreation;" "The Challenge of Time;" and "The Role of Physical Education in International Understanding." The second section of papers are from the third session of the Congress and are devoted to "Physical Education in the Education Programs of Asia." The papers presented discuss the following Asian countries: Korea, the Republic of China, India, Iran, Japan, and the Philippines. There follow two papers grouped under the heading, "Research:" "A Physiologic Basis for Optimum Standards of Exercise in Boys and Girls;" and "Basic Movement Education with Simple Elements in Primary Schools." The final group of papers are from the Congress' Health Education Seminar which was devoted to the theme, "Improving the Health and Nutrition of Children: A Home, School, and Community Responsibility." (JA)

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International Council on Health, Physical Education, and Recreation

9th INTERNATIONAL CONGRESS

Seoul, Korea   July 28 - August 2, 1966

SP 009 372

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INTERNATIONAL COUNCIL ON HEALTH, PHYSICAL EDUCATION, AND RECREATION

1967 EXECUTIVE COMMITTEE

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Dorothy S. Ainsworth
15 Barrett Place
Northampton, Massachusetts, U.S.A.

President

Julien L. Falize
Institut Supérieur d'Education Physique
Université de Liège
87, rue Louvrex
Liège, Belgium

Vice-President

Klaas Rijsdorp
Laan van Meerdervoort 691
The Hague, The Netherlands

Secretary-General

Carl A. Troester, Jr.
AAHPER
1201 - 16th Street, N.W.
Washington, D.C. 20036, U.S.A.

Consultant

Elsa Schneider
1711 Massachusetts Avenue, N.W.
Washington, D.C., U.S.A.

Committee Members

Samuel George Ayi-Bonte
Ministry of Education
P.O. Box M 45
Accra, Ghana

Hossein Banai
General Director
Physical Education Department
Ministry of Education
Tehran, Iran

Candido C. Bartolome
26 Mahusay Street
UP Village
Quezon City, The Philippines

Sadanand D. Chopde
Vice Principal
Lakshmibai College of Physical Education
Gwalior 2, India

Liselott Diem
Sporthochschule-Köln
Carl Diem Weg
Köln-Müngersdorf, Germany

Mohamed M. Fadali
33 rue Haroune, Apt. 601
Doukki, Giza, U.A.R.

Raymond Gratereau
Ecole Normale Supérieure d'Education Physique
11, Avenue du Tremblay
Paris 12, France

Paul Högberg
Gymnastika Centralinstitutet
Stockholm, Sweden

Gunson Hoh
Senior Superintendent of Physical Education
Office of Minister
Ministry of Education
Taipei Taiwan, China

Michio Ikai
Faculty of Education
University of Tokyo
Hongo, Bunkyo-ku
Tokyo, Japan

Peter McIntosh
L.C.C. College of Physical Education
16 Paddington Street
London, W. 1, England

Konrad Paschen
2000 Hamburg 13
Rothenbaumchaussee 80
Germany

Angelica Rolandelli
2931 Yerbal
Buenos Aires, Argentina

Angel Humberto Vaca
Ministerio de Educación Nacional
Carrera 8a, No. 6-40, Of. 201
Bogotá, Colombia

Donald Vinge, Superintendent
DND Schools Office
477 Soest/Westfalen
Schönekindstrasse
Germany

Albert W. Willee
Director of Physical Education
University of Melbourne
Victoria, Australia

Melesse Yitayew
Director of Physical Education and Scouts
Ministry of Education
Addis Ababa, Ethiopia

(Additional members are in process of selection.)

Seoul Congress in Brief

"EDUCATIONAL PLANNING IN HEALTH, PHYSICAL EDUCATION, AND RECREATION" was the theme for the Ninth Annual International Congress of the ICHPER. The Congress was held in Seoul, Korea on July 28 to August 2, 1966 and immediately preceded the Fifteenth Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession (WCOTP), whose theme was "The Role of Teachers Organizations in Educational Planning."

The largest audience ever to participate in an ICHPER Congress meeting attended the Opening Session held in the afternoon of July 28 in the convention hall of the Korean Federation of Education Associations (KFEA) Building. The Congress was officially opened by the ICHPER president, Julien Falize. During the opening ceremonies, Dr. Falize cordially welcomed the delegates and guests and delivered the annual presidential address. His thought provoking presentation, which served as a basis for group discussion later in the Congress, emphasized four major concerns with which the ICHPER will continue to deal the current and coming year. Dr. Falize called the annual roll of nations and delegates from twenty-six nations stood and were recognized. Thirty nations in all attended the Congress.

Other features of the Opening Session included greetings from six distinguished Korean leaders: O-byong Kwon, minister of education; Se-jung Lee, honorary president, Korean Physical Education Teachers Association; Louise Yim, president, Korean Federation of Education Associations; Kwan-sik Min, president, Korean Amateur Athletic Association; Ki-young Chang, Chairman, Korean Olympic Committee and Minister of Economic Planning Board; and Mr. Eui-hyong Kim, principal, Hansung Girls Middle and High School, and coordinator of the Korean Organizing Committee of the ICHPER Congress. Mrs. F. R. Bhupalan, Malaysia, WCOTP Executive Committee member, was the guest speaker and her inspiring address was well received by the large audience.

The First General Session was directly related to the Congress theme "Educational Planning in Health, Physical Education, and Recreation." Reuben B. Frost, past-president of the American Association for Health, Physical Education, and Recreation, and John M. Thompson, assistant secretary-general of WCOTP, were the featured speakers. Dr. Frost spoke on "The Role of the Professional Organizations in Health, Physical Education, and Recreation," and the title of Mr. Thompson's presentation was "The Accomplishments of Professional Organizations." Following the presentations, the assembled delegates enthusiastically discussed the topics.

Two presentations were made at the Second General Assembly. Dr. Klaas Rijsdorp, ICHPER vice president, spoke on the "Challenge of Time" and pointed out that throughout the world, the professional is faced with similar problems. Of major concern is the fact that with time the attitudes of people have become more superficial and less personal. Such a situation is a direct challenge to the physical educator. The second presentation was a paper prepared by Harold Sagar, HMI Staff Inspector for Physical Education, London, England, and read by Mr. Job Kipngeno Rob, president, Kenya National Union of Teachers. The title of the paper was "School and Community Cooperation in Planning Programs of Physical Education and Recreation." It describes numerous ways in which various groups within the community can cooperate in the planning, development, use, and maintenance of jointly operated physical education, sports, and recreational facilities.

The Third General Session was devoted to the "Symposium on Physical Education in Asia." Candido C. Bartolome, ICHPER Executive Committee member, The Philippines, set the stage with an opening address entitled "The Role of Physical Education in International Understanding." He stated that through physical education there are many ways in which the teachers can work together toward the development of greater international understanding. The symposium included informative reports from the following countries and individuals: Iran, N. Haj Azimi, general director of Physical Education and Recreation in Iran; Japan, Michio Ikai, M.D., School of Education, University of Tokyo; Korea, Kunsuk Yew, Dean, Physical Education College, Hanyang University; Philippines, Agustin A. Cailao, director, Department of Physical Education, University of the Philippines; and the Republic of China, Min-chung Tsai, Department of Physical Education, Taiwan Normal University.

A report from India was received after the symposium and is included herein; it was prepared by S. D. Chopde and is entitled, "Physical Education in India."

The highlights of the Fourth General Session were presentations by Michio Ikai, Japan, and Liselott Diem, Germany, members of the ICHPER Executive Committee. Dr. Ikai, addressed the delegates on the topic, "Physiological Basis of Optimum Standards of Exercise Related to Age and Sex." The study was conducted on Japanese boys and girls, ages 10 to 17, for the purpose of determining an optimum standard of exercise to improve general endurance. It was concluded that the experimental study showed that the children improved not only in endurance running ability but also in general activity in their daily lives. Mrs. Diem presented a paper on "Basic Movement with Simple Elements in Primary Schools" in which she gave examples for specific learning phases beginning from early childhood through ages 12 to 15 years. The teaching process at the elementary school level was described in detail.

The WCOTP-ICHPER Health Education Seminar, an annual feature of the ICHPER Congress, centered on the theme, "Improving the Health and Nutrition of Children: A Home, School, and Community Responsibility." Elsa Schneider, ICHPER consultant, presided and introduced the topic with a brief presentation that emphasized adequate nutrition as an important factor in child health. She challenged those present to seek ways to achieve greater cooperation among the home, school, and community in improving the health of children.

Presentations at the health education seminar were made by Hyung Jong Park, M.D., School of Public Health, Seoul National University, Korea, who spoke on "The School's Responsibility in Improving Health and Nutrition of Children as Seen by the Physician," and Myung Ho Kim, M.D., Yonsei University, Seoul, Korea, who addressed the delegates on the theme of "The Health and Nutrition of Children: A Home, School and Community Responsibility." "Health Education: A Total Approach" was the title of a paper prepared by Paz Gomez Ramos, College of Education, University of the Philippines and read by Elizabeth Mumm, WHO Health Education Adviser, Korea, as Dr. Ramos was unable to attend the Congress. The paper included the objectives and descriptions of the Cooperative School Health Program which was initated in the Philippines by the UNICEF-WHO Assisted Training Program in School Health Education.

Enthusiastic group discussions were held following the presentations. Highlights of the discussion groups were presented and indicated the consensus of these professional leaders in making greater efforts in health education.

The Final General Assembly of the Congress included the annual delegate assembly in which the ICHPER carries on its business meetings. Carl A. Troester, Jr. secretary general of the ICHPER informed the delegates of the program and projects carried out during 1965-1966 and the proposed programs for the current fiscal year. Mention was made of the deliberations and actions of the ICHPER Executive Committee during their Congress committee meetings.

Eleven recommendations (page 135) were approved by the Delegate Assembly following considerable discussion, deletions, and additions to those proposed. Elsa Schneider served as chairman of the Resolutions Committee and presented the recommendations to the Assembly.

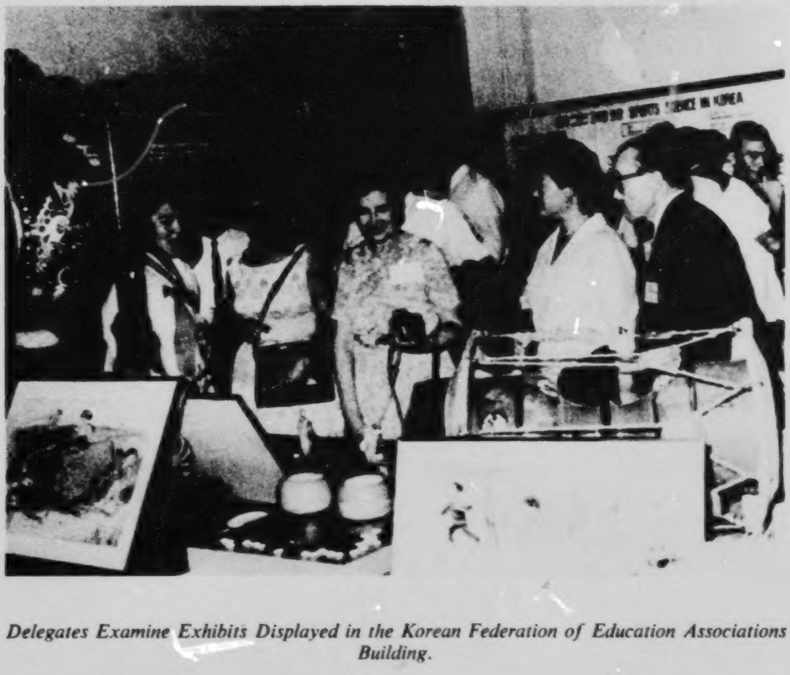
The Ninth Annual International Congress of the ICHPER concluded on August 2, 1966. Following an impressive closing cermony which included the presentation of the 1966 ICHPER Congress Certificate to the delegates of each nation in attendance, President Falize officially declared the Congress closed.

SOCIAL FUNCTIONS

The Congress demonstrations and social events, planned by the Korean Organizing Committee, were thoroughly enjoyed by the participants. These were occasions for the delegates to view and to gain greater insights into the Korean programs of physical education and sports. A full afternoon of visitations was planned for Sunday, July 31. Included was a brief visit to the KFEA Building to view the Korean educational exhibits as well as those specifically concerned with health, physical education, sports, and recreation. The participants also attended Kyung-Hee University where an outstanding gymnastics demonstration was provided and the Soodo Women's Teachers College where demonstrations in ballet, folk dances, and gymnastics were performed. Demonstrations were also held on August 2 at Chang-Chung Gymnasium. Hundreds of school age boys and girls performed a variety of folk dances before a very enthusiastic audience. Tac Kwan Do, a Korean form of karate, was expertly performed by students of Sung Kyun Kwan University.

One of the highlights of the Congress was the annual banquet which was held at Han-sung Girls Middle and High School. This memorable occasion began as the buses arrived at the school to be greeted by the marching brass band. As the delegates walked to a stadium the path was lined on both sides with students in their colorful native costumes who provided an enthusiastic and spectacular welcome. The girls then marched to the school grounds and put on a mass games demonstration which concluded by spelling out the letters I-C-H-P-E-R. It was a most impressive and colorful display and received a standing ovation from the delegates.

The banquet was served buffet style in the main dining hall of the school. Twenty different Korean dishes were available, each clearly marked with a number to correspond with a printed menu that gave the name of each dish and its ingredients. The fine Korean meal and entertainment program provided an outstanding social evening for all participants.



Delegates Examine Exhibits Displayed in the Korean Federation of Education Associations Building.

GREETINGS

O-BYONG KWON

Minister of Education, Korea

I WISH TO EXTEND MY HEARTY WELCOME to all of you who have come to Korea for the specific purpose of attending this conference. I am extremely delighted that this conference is being held in Seoul and that we have the privilege of acting as the host country.

In my personal opinion, the major objective of education is to make substantial contributions to the prosperity, freedom, and peace of all of mankind. You are gathered here today at an arena of dialogues to discuss various educational problems of an international nature as the major agenda, representing the educational organizations of your respective countries.

Mutual understanding and cooperation, I believe, are invaluable resources in our search for solutions to common educational problems with which we are confronted in our particular settings. The historical significance of this international conference lies in the seeking of right answers to various educational obstacles confronting us today, through the promotion of international friendship and cooperation among participating nations. Various problems of cardinal importance to all of education will be discussed at this meeting with emphasis centered on health, physical education, and recreation.

Health and physical education, I believe, are fundamental to the effectiveness of education. Sound health and physical fitness in youth foster the development of sound minds with the ultimate goal of making useful and productive citizens for the next generation. This is the essential purpose of health, physical education, and recreation programs. It is these important considerations regarding the health and fitness of the youth of the world that make this educational conference one of global significance.

I sincerely hope for the success of this Congress and the satisfying accomplishment of your intended purposes.

I wish you all a pleasant sojourn in Korea.

SE-JUNG LEE

Honorary President, Korean Physical Education Teachers Association

I WELCOME YOU, AND THOSE OF YOU FROM ABROAD ESPECIALLY, with open arms. It is a great honor for me to have this opportunity to be with you, and so allow me to talk a little about our common interests and the problems we face instead of giving you rather tedious and ceremonious greetings.

Through sports, we Koreans have been in a grand mood of national pride for Chang-son Chang who recently won the world championship in wrestling over a Soviet wrestler in the finals in 1966. A fairly fast development has been seen in sports in this country in both popularization and quality. It is particularly so because of the promulgation of the National Health and Physical Education Promotion Law of 1962. But we strongly feel that the development should center around true sportsmanship.

We have an old saying that "Old men of seventy years have rarely been seen," which, of course, means that it was uncommon years ago for a man to live to the age of seventy. But today there are many seventy-year-olds in Korea—I myself am seventy-two years old. A man's span of life has been lengthened and yet we need still more public health facilities. A serious concern is that the public interest in physical education is still shaky in comparison with that of intellectual training. I worry most about the present trend of becoming "weak in body, only able for literary work." This is really an important problem to which we should give deep thoughts for the better future of our nation.

As for recreation, our teachers are now working hard for its dissemination and wise use with government support, and the prospect for its future development is bright. A major goal of this effort is to revitalize our old recreational traditions and harmonize them with the new ones of the West.

The Korean Association of Physical Education Teachers was set up six years ago at the suggestion of 57 physical education teachers at all levels of teaching, under the support of the Korean Federation of Education Associations. Since its establishment, the Association has had meetings and workshops every year for the professional growth of its members. They are actively participating in the administration of physical education in Korea as the members of the Advisory Council for Physical Education or as those of the Curriculum Building Committee for Physical Education within the Ministry of Education. They lend their professional efforts by serving as officers either of the Korea Amateur Athletic Association or of the Korean Association for School and College Athletics. In these roles they have helped train the athletes for many international competitions and have made contributions through research in the field. In addition, they cooperate in various athletic events at the request of many other athletic organizations.

We, the physical education teachers of Korea, have always devoted ourselves to the popularization of true sportsmanship and the winning of more public interest in health and physical education. This, I believe, is not only useful for our national development but also good in itself; therefore, it may be viewed as a short cut to world peace and the prosperity of man. Let me emphasize what an important mission it is for all of us physical education teachers throughout the world to accomplish these goals.

It is my firm conviction that the discussions and outcomes of this Korea Congress will push us a step further in fulfilling this mission. I sincerely hope and pray for the great success of this historical Seoul Congress.

Lastly, I want you—especially those of you who are not familiar with the weather here in this city—to take care of your health, since a few days from now we will be in the very midst of *sam-bog*, the hottest weather of the year.

ICHPER President Julien Falize delivers the presidential address. Seated left to right behind Dr. Falize: Dorothy Ainsworth, Honorary President, ICHPER; Eui-hyong Kim, Coordinator, O-byong Kwon, Korean Minister of Education; Rasmmah Bhupalan, WCOTP Representative; and Se-jung Lee, Korean Physical Education Teachers Association.

LOUISE YIM

President, Korean Federation of Education Associations

On behalf of the Korean Federation of Education Associations and its some 100,000 members, I am happy to welcome you all to Korea.

We are gathered here for six days to discuss how we educators from all over the world can better serve our emerging new generation through better methods and programs of health education, physical education, and recreation. The mounting challenges of an ever-progressing society call for ever-increasing demands upon every member of our teaching profession. Our contemporary times are characterized by rapid changes in social, economic, political, and scientific life, and our tasks as teachers are becoming more and more important in transmitting honestly and effectively the accumulation of ideas, knowledge, skills, techniques, and values to a younger generation which is destined to carry on the task of making this world a better place for all mankind.

In any nation the teaching profession represents the largest percentage of professions which require a comparable formal preparation. The progress of any nation rests upon effective educational programs at all levels of education. The more conscientious, dedicated, and able teachers we have, the quicker will be the development of any country. Of parallel importance with the dissemination of knowledge and skills, is the fostering of sound health in our youth. A centuries-old Oriental maxim says, "A sound mind resides in a sound body." Without sound health, the child can neither learn truth and knowledge in its proper context of human purposes, nor live to utilize this learning for the betterment of his society. Yes, health is a cardinal factor in the happiness of human life. Nobody can deny this time-honored truth. The teacher is a most respected guide for his pupils, not only in the classroom but also in the extra-class activities intended to build appropriate physical abilities. I agree with my fellow teachers in placing a good physical education program on a par in importance with the academic program.

Balanced development of the human body takes a vital place in the total educational program. There exists a great necessity for improving health education programs in the underdeveloped and developing countries. Because of poverty and low standards of living in these countries, such a communicable disease as tuberculosis, which is considered an extinct epidemic in the advanced countries, is still rampant, claiming human lives by millions.

Recreation also represents an important part of the educational program. Man lives 24 hours a day, a good portion of which is spent in sleep and idleness to recharge the fatigued cells for another cycle of action the next day. All work and no play makes a child dull. Yes, life without recreation will indeed be dull. Man needs recreation to relax his mind and body from tensions created by a day's hard work and study. One of the many and diversified responsibilities of the teacher is to train his pupils how to space their work time with worthwhile recreation in harmony with others. Through effective individual and group recreational activities the child can develop an integrated body and soul which can enable him to appreciate happiness and freedom in life.

The peace and order of a society depend upon its members who know how to use their leisure time to engage in group games, sports, hobbies, and other constructive morale-boosting activities. The important roles that health, physical education, and recreation play in creating harmony among peer groups cannot be overemphasized. You are all experts operating in these fields. Your own experiences can be usefully applied to schools in other countries which are attempting to improve their programs in these areas.

Six days of cooperative effort—presentation of papers, exchange of opinions, and concentrated endeavor to formulate ideal and workable programs for particular situations that confront the individual school, school district, society, and nation which each participant represents—will bring forth, I am sure, many tangible results that you can take back to improve programs in your own country. Although socioeconomic and political environments may differ according to different countries, there is one factor which is constant—that is, of course, basic human nature. In a time when nations are tending to closer and closer relationships in political, economic, and military areas, educators, too, should intensify their efforts in multi-national programs geared toward the making of a better world for mankind.

We are gathered here today in this cooperative spirit which has made possible the present glory of man's supremacy over all other living beings. Our nationalities are different; we may be classified as Africans, Europeans, Americans, or Asians, but we all share in common the commitment to the most important of all occupations—the teaching profession. We are charged with the making of useful individuals with the ultimate goal of realizing better societies and a happier and more peaceful world. What we are doing here will have a direct bearing upon these human aspirations.

Our efforts may seem insignificant to those outside the profession but we can be certain that we are making our share of contributions in the creation of a better, prosperous, happier, and more peaceful world.

While you are in Korea I hope you will have enough time to see our arts, culture, and traditions and to meet with as many of your Korean counterparts as possible. I hope you will take back to your people and country true images of Korea and Korean culture. May your stay here be one of the most memorable and unforgettable events of your life.

KWAN-SIK MIN

President, Korean Amateur Athletic Association

ON BEHALF OF THE KOREAN AMATEUR SPORTSMEN, I have the honor of welcoming you at this historic opening session of the International Council on Health, Physical Education, and Recreation.

As you know, despite its five thousand years long history, spiritual culture, and civilization, material aspects of Korean civilization today are yet to be developed in order to catch up with the world standard of living. It is with this specific purpose in mind that we have been striving for the modernization of the country in all aspects of national life—political, economic, social, and cultural.

Because of its historical background and geographical situation, it was only a half-century ago that modern athletic sports were first introduced in Korea. As the history of athletics is known to have begun with the history of human life, many different kinds of unique national games and recreational devices have been handed down to us for many centuries. It was, however, only since the introduction of modern education from the Western world, backed by a new philosophy of education, that modern athletics of various kinds began to receive national attention. King Ko-jong, occupying the last throne of the Yi Dynasty, had taken the opportunity to emphasize the importance of physical education when he proclaimed the famous Modernization Order of 1895 which emphasized knowledge, moral virtues, and physical fitness as the three principles of education and helped to promote modern athletic sports. Thus, the first modern athletic meeting was held here in 1896 under the guidance of an English gentleman named Mr. Hutchison.

You fellow delegates from many different nations undoubtedly have witnessed an emerging tendency in the international sports world toward the popularization of athletics, and the problems derived from the inevitable formation of professional sports groups which prevent the popularization; more especially the problem of championship sports vs. amateurism which, as Professor A. Whole pointed out at the International Council of Sports and Physical Education during the 1964 Tokyo Olympics, is mainly the result of diversity and confusion in the conceptual definition of the terminology.

Korea, with its relatively short history of modern sports, has outstanding records in some particular athletics. I must admit, however, that Korean sports are still far behind in comparison with those of other developed nations of the world.

The experiences of the Tokyo Olympics in 1964 inspired me to draw up a Five Year Plan for the development of Korean sports, with emphasis on the development of leadership, expansion of facilities, discovery of potential champions, scientification of sports, and rationalization of training methods.

At the same time, I should like to stress that sports of any kind must be developed as a part of physical education and firmly based on educational principles. And, through a gradual increase of sports population, I hope that the fundamental goal of sports, which aims at human education, will be achieved. The more sportsmen we have, the closer we will be to realizing our goals.

But I fear that in sports, just as in other areas of human activity, man's desire and ambitions might dominate in the course of striving for this goal, and championship sports might become the dominating interest at the expense of avocation sports and school athletics. Therefore, the major problem confronting us today is the enhancement of school sports, and in order to achieve this we need better teachers for better students.

In Korea the registered athletic population has shown a drastic increase since 1961. We have now over 400,000 registered athletes—an increase of 150,000 during the last few years. And the gymnastic facilities today accommodate more than 180,000 athletes—an increase of 140,000 from that of a mere 40,000 before 1961.

I should like to assure you that the Korean Physical Education Teachers Association has done remarkable work in the past and will continue to encourage research and contributions for the development and moderniaztion of the Korean athletic community. I hope that you will be generous in rendering them your expert advice and encouragement through deliberation and discussion at the council meetings.

In closing, I wish you all good health during this warm rainy season and hope that you will have a very pleasant and memorable stay in Korea.

Korean leaders at ICHPER reception: l. to r. Taek-soo Kim, Korean Olympic Committee; Kwan-sik Min, Korean Amateur Athletic Association; Louise Yim, President, KFEA; Se-jung Lee, Honorary President, Korean Physical Education Teachers Association; O-byong Kwon, Minister of Education; Tai-Si Chung, Secretary-General, KFEA; and Eui-hyong Kim, President, Korean Physical Education Teachers Association.

KI-YOUNG CHANG

President, Korean Olympic Committee

ON BEHALF OF THE KOREAN OLYMPIC COMMITTEE and as its president, I wish to convey my warmest greetings to all of you from distant and neighboring countries as you participate in the ICHPER congress, which commenced today here in Soeul concurrently with the session of the WCOTP assembly, which is arranged by the Korean Federation of Education Association.

We are well aware that ICHPER as well as the WCOTP has a responsibility for protecting the dignity of the human being as well as the peace and freedom of the world through proper and adequate education. These objects and ideals are coincident with the fundamental principles of the International Olympic Committee and with the National Olympic Committee whose aim is to promote the development of fine physical and moral qualities in the Olympic games and to bring together the youth of the world in a quadrennial sport festival, thereby creating international respect and good will and helping to maintain a better and more peaceful world.

I wish to extend my deep gratitude to you who are to collaborate in essential matters with regard to physical education, health, and recreation for the youth of the world, and hope your shared ideas and experiences will lead to mutual enlightenment and workable solutions to common problems.

I would like to take this opportunity to inform you that in 1970 we are planning to invite the 6th Asian Games to be held in Seoul, Korea through the great support of our government and our people. This program, we believe, will make a significant contribution in creating better understanding among the Asian nations. Such games will promote friendship and peace among the countries.

We are happy to receive you as delegates—not only as educators, but as representatives of the lofty and high ideals which are the hallmark of sports throughout the world. Our countries should proceed to establish an adequate philosophy for their educational methods which will not be limited exclusively to the consideration of mere performance. The essential concern must be a method which considers the total development of the youth of the world.

It is for these reasons that an international meeting such as this, in addition to the international games, has such importance—so that a great majority of us may solve together our common problems.

It is my sincere wish that your sojourn in Korea will be an important event in your professional careers.

EUI-HYONG KIM

Coordinator, Korean Organizing Committee

ON BEHALF OF THE MEMBERS OF THE ICHPER KOREAN CONGRESS, I wish to express my heartiest welcome to all of you distinguished delegates and to my fellow teachers as you participate in this fifteenth WCOTP Congress and the ninth ICHPER meeting.

It is very significant that we educators from all parts of the world are gathered here in a common search for increased mutual understanding and friendship and to strengthen our relations with one another.

In Korea today, dynamic movements are being undertaken to improve education in health, physical education, and recreation. It is my sincere wish that we deepen our mutual understanding through our sincere and frank discussions at this conference. It is also my wish that we study the development of our future education for health, physical education, and recreation.

At this particular time this meeting of ours has a special significance for the promotion of the material and moral rights and interests of the teaching profession, and for finding better ways to balance the prosperity of mankind by achieving the above mentioned goals. I have not the slightest doubt that the achievements of this conference will greatly contribute to the prosperity and welfare of all human beings.

I hope you will find your sojourn here delightful and that you will carry home with you good memories of this land of morning calm.

PRESIDENTIAL ADDRESS

ICHPER Looks to the Future

JULIEN FALIZE
President, ICHPER

IT IS MY GREAT PLEASURE to welcome the delegates to the ninth International Congress of the International Council of Health, Physical Education, and Recreation on behalf of the officers and Executive Committee of our Council.

We are most grateful to our Korean friends who have greatly helped us with the organization of this Congress. We wish to mention especially Eui-Hyong Kim, chairman of the Korean Organizing Committee and all the members of his Committee.

Our thanks go also to O-byong Kwon, Korean minister of education; Se-jung Lee, honorary president of the Korean Physical Education Teachers Association; Louise Yim, president of the Korean Federation of Education Associations; Kwan-sik Min, president of the Korean Amateur Athletic Association; and Ki-young Chang, minister of the Economic Planning Board and chairman of the Korean Olympic Committee.

As the new president of ICHPER, I wish to pay a special tribute to the work carried out by Dorothy Ainsworth, our honorary President, as head of our Council during its first years. I thank her wholeheartedly for her comforting presence at my side today. I intend to continue the action that she began.

OUR MUTUAL RESPONSIBILITY

At the present time we must be concerned with developing physical education, and extending its applications and its benefits to all, especially to the children of the world; improving the training and the status of all our professional colleagues; and promoting international cooperation and avoiding the frittering away of our efforts. And since physical education has never been independent of a general concept of education, our Council finds its right place within WCOTP. We shall do our best to help our mother organization by working with her toward the same ultimate goals.

Human sciences have taught us that man is conditioned by his heredity, his social environment, and the cultural ideology in which he shares. He is above all conditioned by universal history, the historical place and time, and his own individual or personal history. Therefore, it is not surprising to see differences arise among the various physical education systems all over the world. But in a time when the means of communication make the world so small (Seoul is 15 hours away from Belgium in Western Europe), the history of all nations concerns us and every provincialism becomes obsolete.

Though our languages are different and make our mutual understanding more complicated, we should realize that there is a great similarity between the problems we have to solve whether they be in Korea, in Morocco, in Brazil, in the United States, or in France.

Consider juvenile delinquency which is a universal contemporary social problem. Although its outward manifestations may differ from one country to another, a study made by Unesco shows that the psychological process is everywhere the same. This process can be summed up in the following vicious circle: insecurity, anxiety, aggression, guilt, insecurity, and so on. The remedies are likely to be universal too. As far as we are concerned, health, physical education, and recreation afford the young many opportunities for becoming progressively self-reliant, for acquiring a dynamic psychological balance, and for adapting their personalities gradually to the real world.

The physical activities to which we devote ourselves increase the energy potential of the individual and hence that of the community and the nation. What is more, they encourage a certain turn of mind, they create the *joie de vivre*, they give one a feeling of physical and moral well being conducive to a sense of human dignity. These are not empty platitudes or catchwords. Experience has shown that our activity affects the whole of society and its atmosphere. Our rulers, if not the members of the teaching profession, have begun to understand this.

SOCIAL CHANGES

Many of the physical activities and ways of caring for and preparing the body that we know today were practiced by men in ancient times. Hunting, fishing, sailing, and massage have always existed. Men have always aimed at invigorating their bodies, at subjecting them to trials, and preparing them to defend the country. But most of these activities were practiced by a tiny portion of the population, as the recreational privileges of the warriors and the aristocracy.

The development of industry, the growth of trade, and the extraordinary increase in means of communication have brought about radical changes in the world. Improved standards of living all over the world have led to many favorable changes in terms of expanded systems of compulsory education and broader cultural benefits for entire nations. But the influx of people into and around cities where these cultural advantages are likely to be found creates serious responsibilities for us as educators. We must provide the facilities and professional staff for physical education and recreation that this increased population demands. These are two separate areas of challenge which we must meet.

FACILITIES

The population of our schools increases as standards of living improve and raises the school-leaving age as well. In the towns, schools must often accommodate twice the number of pupils for which they had been planned. In the towns also, free space is decreasing and becomes more expensive as it gets scarcer and tinier. As a result, the gymnasiums, the sports halls, and the sports grounds in the towns are becoming a luxury which many people are not ready to accept. Where are children going to run and play? Their bubbling physical activity, typical of all young animals, will have to be kept in check in their parents' lodgings, very often in the two or three rooms of a mass produced flat. (H.L.M.). This is detrimental to the privacy and serenity of the home or what is even worse, to the physical and mental health of tomorrow's generation.

It is almost too late to deal with this problem in our big cities. And yet we must try to solve it. All the leaders in the field of health, physical education, and recreation should put forward minimum claims concerning school building plans and town planning in general and should recruit the support of other educational and community authorities. In this respect, the part that our professional associations must play at every level is extremely important. We must take it seriously, for it is an imperious duty for all of us as an organized group and as individuals.

PROFESSIONAL STAFF

The second problem concerning teacher resources is as difficult to solve as the first. It also springs from the population explosion, from the increase of pupils, and from the increase of leisure time which inevitably coincides with a higher standard of living.

Everywhere, even in the best equipped countries, there is a shortage of adequately prepared teachers, directors, supervisors, and leaders in health, physical education, and recreation—for the schools, for the youth organizations, and even for the sports clubs. In attempting to meet the great demand we employ hastily trained technicians who are inadequately prepared to fill these positions. Thus, the man in the street who can swim a little better than the others becomes a swimming instructor.

There is a dangerous trend toward the invasion of our profession by well-intentioned but incompetent people who do us a lot of harm. Moreover, they are liable to spoil the physical and moral health of our youth. To offset this trend, our professional associations with the support of the universities must take action as soon as possible, must set up a council of our order, and help promote all the measures which are needed to safeguard our profession, and to constantly improve our professional training.

During this Congress we shall deal especially with the problems I have just outlined in accordance, with our theme, "Educational Planning in Health, Physical Education, and Recreation." It is my hope that our proceedings will inform and inspire the cooperation of the civilian authorities and will be valuable to WCOTP which is holding its Congress after ours on the subject, "The Role of the Teachers Organizations in Educational Planning." I am sure you will understand the importance of our proceedings and I trust you will take part in them with enthusiasm.

Educational Planning in Health, Physical Education, and Recreation

RASMMAH BHUPALAN

Secretary-General, Malayan National Teachers Congress

I AM AWARE OF THE GREAT HONOR ICHPER has conferred on me in asking me to address a distinguished gathering such as this and to bring to this vital, vibrant international affiliate of WCOTP the greetings from the Executive Committee of the WCOTP. I feel inadequate for the task but when one is with a group such as this where good sportsmanship and the spirit of camaraderie are keynotes to the theme of living, where a helping hand for the handicapped is not only preferred but prescribed so that the handicapped need not feel inadequate, I feel a little happier because I know you will make allowances for the many shortcomings in my address.

The theme selected this year, "Educational Planning in Health, Physical Education, and Recreation," will undoubtedly have great significance for every teacher regardless of the specific area of his or her interest. To WCOTP, which has as its theme this year "The Role of Teachers' Organizations in Educational Planning," your study, discussions, and findings will prove to be most valuable.

But why is planning for health, physical education, and recreation necessary, some may ask. You may even find someone referring to the rugged pioneering days in my country and yours when the responsibility for health, physical education, and recreation belonged to the individual. True, in those days grown men and women were supposed to know what was good for them and their children—there were no widely organized health services or village health boards, hospitals, or clinics. Even when schools catered to the children of settlers, their other needs were catered to by homes. The protection of the water supply, the preservation of winter food supply, and the warding off of diseases were for the early settlers in any part of the world a rather independent affair for which each household made its own arrangement. The situation changed and today most of us find we are exposed to the health, economic, and social hazards that are part of life in highly industrial or urban areas.

What a vastly different picture is presented today when the community must give to each and every one the benefit of many health protective services. It does not, however, release any member of a household from his or her responsibility. What it has really done is to insist that we all extend our responsibilities a little so that community health, physical education, and recreation services are catered to on a scale with which no single household by itself could have coped. For example, in the old farm or village the rural householder could protect his well so that a safe and ample supply of water free from pollution was available. Water supply for the millions living in a great city, however, is no simple task. The distribution of millions of gallons of water carried through pipe lines extending over many square miles calls for large and expert groups of officials who must plan so that the water is safe to drink and sufficient for the community's needs. Thus it is that planning becomes essential and the mental attitude which assumes "what was good for grandpa is good enough for me" is out of place in contemporary society in most aspects of life, if not in all.

OUTMODED CONCEPTS

In my day, physical education, then called physical training, was such that pupils stood in rows and uniformly and with great precision in timing completed a specified number of physical jerks. If these were done to the teacher's satisfaction we were given a treat by having a team game for the last five to eight minutes. If we were not on our best behavior during the physical training period the game was out and we continued with formal exercises for the whole period. The garb we used was the school uniform or dress with belt, tight sleeves, and a below-the-knee hemline. Exercises were those permissible for girls; therefore, even more serious limitations were imposed. Strict discipline was the keynote. High kicking or jumping over hurdles or tables were taboo because these were considered too strenuous and, more important, most unladylike.

As for health, the only kind of real concern shown was indicated by periodic examination of nails, hair for lice, and the notation of weight and height. Over and above this there was no care for other aspects of health.

MODERN CONCEPTS

Modern trends in physical education which had their beginnings in Germany revolutionized the old, traditional concept of physical education. The world is greatly indebted to men like Gutsmuts and Basedow, educationists who first reflected the idea that physical activity should form an integral part of a child's education—an education which was once confined almost completely to the 3 R's.

It took World War II to rudely awaken educationists in many countries to the reality that the type of physical training in which children participated fully clothed, was one of the basic reasons for the poorly developed or physically unfit young man or woman. In England, for instance, it was not until 1939 that a committee was set up to study the teaching of physical education in schools. Major improvements were made and the first physical education syllabus for schools was drawn up with emphasis on such aspects as warming up exercises; compensatory exercises to develop parts of the body, e.g., skinny legs, flat chest, and poor abdominal muscles; group exercises which included athletic skills, games, skilled gymnastics, etc.; minor games such as relay races, rounders, etc.

The modern concept of education is such that the total group responsible for education fully realizes that health, physical education, and recreation should be an integral part of the curriculum. However, in most countries, except perhaps the most highly developed, education concerning the role of the classroom teacher and the specialist in physical education, the policies and procedures which school systems should follow in administering the physical education program, the organization and content of the program, and the type of equipment and facilities to be provided, are absent. In some instances there are fairly elaborate systems laid out but the basic requirements of trained staff and necessary equipment are not available or are inadequate, so that an assessment based purely on the perusal of the syllabi can be deceptive because serious limitations will never be revealed. Furthermore, the information provided will tell one more about the quantitative rather than the qualitative aspects of the program and will not in most cases reveal the actual circumstances existing in the vast majority of the schools in the country.

HEALTHFUL LIVING

In conjunction with the physical education program, health and recreational needs of children have become vital issues.

Emphasis on good health, a vital factor in happy and cooperative living, has consequently resulted in health education in schools. Teachers, as the most powerful influence in the lives of children, can give guidance in thought and create situations and experiences whereby each individual may derive the most benefit and satisfaction so essential for the development of the art of effective living.

Schopenhauer said, "With health, everything is a source of pleasure; without it, nothing else, whatever it may be, is enjoyable. It follows that the greatest of follies is to sacrifice health for any other kind of happiness." There is great truth in this. The habit of healthy living must be cultivated during the most impressionable years of an individual's life. This specific area covers a wide range and must include dietary and hygienic habits and physical and recreation education as well as an educational program which will contribute to the young person's emotional development.

Mental health is vital and it is recognized that it has a physical foundation; too little food, exposure to the ravages of climatic factors, hunger, and disease can not fail to affect a child's outlook.

All too often there is a tendency for educational authorities to forget that academic excellence in itself is meaningless. In the race to bridge the gap in technological and scientific knowledge between advanced and developing countries, the authorities of the latter pay scant attention to the importance of health, physical education, and recreation and relegate them to the bottom of the list of priorities in the school curriculum.

THE GIFT OF LEISURE

Leisure is one of the gifts of modern technology, and recreation is one of the satisfying ways to use this leisure. It is accepted that recreation also enriches the human spirit and helps relieve the tensions that tend to undermine the mental stability of an individual. Mrs. Hapika Purpandoki, a remarkable Greek woman who after twenty-five years of serving girls of Greece through two wars and a revolution, feeding them, giving health instruction and vocational guidance and meeting many of their other needs, said, "The thing of which I am most proud is that I have taught them to laugh and play." It is also equally true that "the spiritual and physical power of Greek youth today and their fierce devotion to the democratic way owe much to the opportunities to live happily in their limited leisure during this difficult reconstruction period."

Practices in Ancient Greece

To the ancient Greeks it became apparent that the disciplined strenuous physical training which developed physically fit men for military purposes was insufficient. Philosophers began to enunciate the need of the combination of a sound body and sound mind. From the throwing, running, jumping and wrestling initially important to the manly arts of horse riding, archery, chariot driving, etc. to the realization of the therapeutic value of the baths, the idea of the whole personality and person began to gain predominance.

The origin of the Olympic Games remains obscure though they were firmly established by 776 B.C. and were held in midsummer at Olympia in the northwest part of the Peloponnesus where a stadium and temple to Zeus were built on the eastern and northern banks of the rivers Alpheus and Cladeus. One fact is definite that in the Hellenic era this sanctuary became the symbol the Greek devotion to physical beauty and the training of mind and body to the highest state of coordination.

Planning—Whose Responsibility?

There is in every heart the hunger for abundant living and in many lands this is being partially satisfied by recreation which is more than a game or pastime. Recreation should rightly be a physical and mental activity to stimulate the body and mind and to build character as well as enable the individual to relax and keep fit.

If the educational curriculum neglects to stimulate the pupils through well planned recreational program and facilities, the authorities and the educational planners must accept the responsibility for the rise in juvenile delinquency. It is a fact that indolence leads to the gang congregating at the street corner around the garbage can. Youth, with leisure time not usefully utilized and craving for excitement, begins to engage in activity which is neither healthy nor beneficial and which ultimately can lead to serious crime.

It becomes imperative then, that a recreational program of folk dancing, swimming, camping, and youth club activity, the scope of which is limitless, be planned. The recreational facilities required range from an ordinary small playing field to swimming pools, stadia, and camp sites with basic running water and hutments. Modern recreational activities are also intended to cater to the basic need for adventure. Outdoor activities to develop a spirit of cooperative living as well as self-reliance are essential.

Educational planners, when drawing up their plans, must recognize that while they should take into account the realities of each national situation, they also need to consider the aspirations and needs of people whose lives will be affected by their planning. Teachers who work at grass root levels are vital to the whole pattern of educational planning. Their partnership is imperative if the best plans are to be established.

The teacher's influence is greatest in the classroom. Of primary importance is the direct influence of his personality. The friendly, happy, considerate teacher enables a pupil to use his abilities fully; the informed, unprejudiced teacher helps pupils to think critically; the emotionally matured teacher helps the young ones to find solutions to their own problems and to become self-directing; the teacher who has a set of values and lives by them is able to help young people build values to guide their own daily living. Thus, the teacher aids the development of the pupils in all the three vital areas of physical, mental, and spiritual growth. Such a teacher also sets the tone for interpersonal relations which enable children to sense the dignity and worth of human beings. These heavy responsibilities demand therefore, that every teacher, whether he is a specialist or a general purpose teacher, have incorporated in his initial teacher education course these three elements, namely, the physical, mental, and spiritual. Planning has to establish this as a basic requirement for any course in teacher education.

In-service courses to assist the classroom teacher in keeping up with changes, innovations, and modern trends, both theoretical and practical, must be a feature of sound educational planning. All too often the tendency to adopt a "frog in the well" attitude takes hold of a teacher who continues practices which have either been improved or exploded as being unsound or outmoded.

In the field of education the plea for a fair deal regarding the areas with which this international gathering is to concern itself in the next few days, must never be construed as a demand for undue proportion of time allocated at the expense of other aspects of education. This is not desirable. We must realize, however, that often health, physical education, and recreation are regarded for time table purposes as subjects, not as whole aspects of education itself. This is unfortunate and unfair. As it has been correctly stated, "If the oft mentioned 'whole' child comprises unity of mind, body, and spirit, it is surely less than fair that each of the many subjects that build up the mental aspect of education should compete on equal terms with the whole of another major aspect of education. Even less well served in time table hours are the spiritual and moral aspects."

This then places the onus for correct allocation of time to the separate areas upon the classroom teacher and teacher organizations who must be forthright in the claims for a proper place in the overall program of a school for all main aspects which make up the whole.

In some respects there may appear to be justification for claiming that the pressure of the competitive conditions of the technological age make it necessary to trim or scrap educationally desirable projects in the interests of immediate national needs. The ease by which national needs are assessed in material terms is a matter of concern for many.

It is apparent also that national needs are not being entirely fulfilled by building larger schools in order to achieve bigger and better permutations in academic subjects. Surely it is equally apparent that positive character figures high on the list of national shortages. Today we must realize that varied interests must be catered to. Furthermore, robust qualities of physical courage, initiative, and resolution must have as their context moral attitudes of fair play, self control, and integrity. These qualities also represent a national need as great as that for more scientists. Consequently, strenuous efforts must be made to enable all to recognize these basic facts. And the support of the teachers organizations, educational authorities, parents, and the community is necessary to widen the scope of educational plans so that the appropriate emphasis will be given to the non academic courses.

Rasmmah Bhupalan, Secretary-General, Malayan Teachers Congress, representing WCOTP as the featured speaker at the Opening Session of the congress.

The home, the school, and the community working together in close accord can forge ahead in this great task which faces every nation —the building up of a citizenry which consists of men and women who, while reaching out for fulfillment of their own needs, will serve the nation which in turn will reap material, social, and spiritual benefits. This can be realized when children are permitted to grow and develop to their maximum capacity through the aid of sound educational planning which guarantees the essential unity of mind, body, and spirit that represents education itself.

The Role of the Professional Organization in Health, Physical Education, and Recreation

REUBEN B. FROST
Past President of AAHPER, U.S.A.

IT HAS INDEED BEEN A HEARTWARMING EXPERIENCE to come to Korea and see the elaborate preparations which have been made to ensure our sense of welcome. The signs at the airport and the hotels, the lovely and competent guides, the careful attention to our slightest wish, and most of all, the sincere friendliness which we have sensed everywhere are deeply appreciated and we certainly feel well received.

It is an exciting and moving experience to be here on the opposite side of the globe from where I live, and to share with you some thoughts regarding the part we play in this drama of the human race. Our role cannot, however, be analyzed or discussed without relating it to the grand purpose, the overall goal of mankind, namely, the making of a better world. For this must ultimately be that for which we all strive, whether we be teachers, farmers, coaches, bankers, lawyers, doctors, or government officials. To this, at least, we can all agree.

Why, if this is true, is it so difficult to build on our planet the kind of place where we would like to see our children and our children's children, grow and develop into young men and young women? Why do nations and people who are educated and civilized so often find it necessary to work against each other rather than with each other, and to wage war rather than to live in peace? Why do they find in their countries, living side by side, some who have so much and others who have so very little?

These are, of course, extremely complex questions, the solutions to which great men have struggled since the dawn of history. It is not within our province today to attempt specific answers. And yet, in a larger sense, our purposes, our goals, our acts as educators cannot be disassociated from the larger and overall struggle of all men to move upward and to improve. Our role as a profession, our role as individuals, and the part our professional organizations should play can be considered only in this setting.

Educators down through the centuries have spoken thousands of words and written volumes about their objectives, aims, and goals. Throughout all of these there may be discerned two basic threads; one emphasizing the development of the individual and the other, the contribution which can be made for the improvement of our society. The two cannot, however, be separated, for they are inextricably interwoven. Great and fine men and women influence the environment of which they are a part but at the same time the kind of a society in which they live and grow will, to an extent, determine what they become. It is also true that as individuals give themselves to the goal of an improved community, local or worldwide, they themselves will achieve higher levels of development.

It has been said that "truth has many faces." This is one of the reasons we are assembled here today. One example, relevant to our discussion today, is the fact that there is great disagreement in educational circles, among theologians and philosophers, and among many leaders in government as to the relative emphasiss that should be placed on attempting to influence the growth, the development, and the beliefs of individuals on one hand and on direct social action and involvement in community affairs on the other.

It was only a few weeks ago that the church council of which I am a member had a discussion as to whether or not the church as an organization should participate actively in a civil rights protest or whether it should give its attention to the improvement of persons. Not too long ago a Rotary Club to which I belonged had a similar discussion with regard to a juvenile delinquency problem in its city.

CITIZENSHIP RESPONSIBILITIES OF TEACHERS

For years our educators and teachers in the United States have been told to stay out of politics and to confine themselves to their activities as teachers of pupils. Only recently have organizations such as the National Education Association and our own American Association for Health, Physical Education, and Recreation asserted the importance of the teacher as a citizen. It now points out vigorously that members of the educational family have not only all the rights of citizenship but the duties and responsibilities as well.

It becomes apparent then that to analyze the role of a professional organization one must (a) study the aims and objectives of the profession itself for they must be in harmony with the purposes of the association, (b) concern oneself with the role of education in assisting with the solution to some of the world's problems and contributing to a better life for all people, and (c) pay particular attention to the effect on the education of pupils, for it is our responsibility to work, organize, and administer so as to help all men and women to become stronger, more enduring, more vital, and more effective.

We *can* teach and lead in such a way that people learn to respect the opinions and rights of others. It *is* our responsibility to furnish opportunities for satisfying self-expression. We can assist our pupils with the development of skillful and coordinated movement for the present and for the future. And we can guide the interaction which takes place in contests so that pupils learn to compete without rancor and cooperate without servility.

We are fortunate in our profession that we deal in activities which can contribute to greater understanding among nations. This has been demonstrated in many ways and in all parts of the world. Sports, games, and dances are expressive, spontaneous, exuberant. Emotions are not withheld. For this reason, barriers to communication are often lifted and people from one country can reach those in another more easily. Sport is a great leveler and in it the accidents of birth, creed, race, and geography are transcended by individual performance. There seems to be less suspicion when dealing with people in this realm than in many others.

As you have no doubt discerned, I have been trying, up to this point, to show that our role as a profession is related to the goals of all mankind, and to demonstrate that education, and in particular, our fields of education, can assist with *both* the development of the individual and the solution of some of the problems of society.

For my part, I cannot see a more effective way of improving the understanding and the relations between nations than a continuous increase in education, a greater exchange of ideas, and more interaction among peoples of the world. It is true that the present times are difficult but it is also true that the nations of the world are even now emerging from an isolated "cocoonlike" existence and that the old concept of each people living unto themselves is gone forever. The fields of health, physical education, and recreation do have a vital role in the betterment of mankind.

With these thoughts as a backdrop, let us now attempt to identify a few more specific problems pertaining to the role of professional organizations in our educational structure of today.

THE ROLE OF THE PROFESSIONAL ORGANIZATION

A common complaint is that the organization does not reach the "grass roots," that the resources and efforts are expended for the benefit of those on the top rungs of the structural hierarchy, and that little benefit is reaped by the individual member, or in education, by the pupil himself. There are those who refuse to make a contribution to a community fund, to the Red Cross, or to other charities and who give as their reason the fact that too large a portion is spent for administration and not enough to help the needy.

When our government dispenses funds to support education there is the cry that too much of it is used to provide jobs for high-priced officials who administer the funds and not enough goes to remedy situations at the teacher-pupil level. This is also a familiar complaint in labor unions, professional societies, and other organizations where people band together and contribute to a common fund and a common enterprise.

Let us first, then, state what is *not* the role of a professional organization. Administration exists only for the purpose of facilitating a program. It does not exist to furnish jobs for privileged persons; it does not exist to give certain people important responsibilities; it does not exist for itself. The same can be said of our professional organizations. They can only be justified if programs of health, physical education, and recreation are better because there are such organizations. We must merely state then that the overall purpose of any association for health, physical education, and recreation is to improve the education of our people.

We must, however, be more specific. Why are such organizations born? Simply because there is a need. There is a need to accomplish something that individuals cannot do separately. There is a need for the strength that comes through a unified and joint effort. There is a need for the feeling of support which provides courage for efforts which demand greater resources than single individuals can muster. There is a need for information which can be obtained only by collective action. There is a need for some uniformity of purposes and clarity in their interpretation. There is a need for specialization for many of our activities can only be accomplished when there is deep and intimate knowledge. There is need for organization and systematic administration so that all efforts may be guided and directed with enough focus to be effective. There are other needs which make professional organizations important.

The poet, Rudyard Kipling, summarized an important purpose of a professional organization in his little poem which goes like this:

"Now this is the law of the jungle . . .
As old and as true as the sky;
And the wolf that shall keep it may prosper,
But the wolf that shall break it must die.
As the creeper that girdles the tree trunk,
The law runneth forward and back —
For the strength of the pack is the wolf,
And the strength of the wolf is the pack."

Does not that summarize what we are trying to do when we organize? Not one of us *alone* is strong enough, powerful enough, rich enough, or able enough to accomplish very much alone. One person cannot enact a law, start a school, hold a conference, publish books, interpret to the public, or coordinate the activities of one nation with another. Certainly these things cannot be done effectively by people who are already loaded to capacity with teaching and administrative duties. It is necessary to band together for greater strength and greater effectiveness.

The other part of Kipling's admonition must also be remembered—"For the strength of the pack is the wolf." An organization cannot be great without strong and vital parts. Whether it be the subordinate units in an association or the individuals who are members, they must be assisted and given resources and authority commensurate with their responsibilities and tasks. It has been said that "an administrator rises and falls on the shoulders of his subordinates." As the subordinates or parts grow and become strong, so the whole structure rises and becomes greater and more effective.

At the same time, it is important that all activities in a professional organization be coordinated. Just as the nervous system in the human organism guides and coordinates the activities and functions of the millions of specialized cells, so must the many functions and duties of individuals in an organization be directed and controlled. For the effectiveness of the whole is reduced if it is not guided by a coordinating force.

FUNCTIONS OF A PROFESSIONAL ORGANIZATION

And now in the time that is remaining, as a means of illustrating specific ways in which a professional organization may function, I shall summarize briefly a few of the activities of the American Association for Health, Physical Education, and Recreation during the past few years. In so doing I realize that we in the United States are in the fortunate position of having a large membership, relatively great resources, and fine professional leadership. There may, of course, be many things which we have done which would not be appropriate or necessary in other countries. I am sure there are many things which you in other nations are doing which would be of help to us. This is a meeting for an exchange of ideas and I hope now to suggest a few things which we feel have been successful and of value to our programs.

1. *Consultant Services.* The AAHPER (American Association for Health, Physical Education, and Recreation) employs approximately ten highly qualified specialists who work with different aspects of health, physical education, and recreation but are expert in at least one. There are individual consultants for recreation, health and safety education, dance, physical education, men's athletics, girls and women's sports, and elementary school physical education. They guide and direct the elected officers and other members as they work in the divisions and sections of the AAHPER for which they are responsible. These specialists also answer hundreds of letters requesting information, travel thousands of miles visiting with those desiring advice and assistance, give many speeches, and write numerous articles.

2. *Publications.* A special staff with particular qualifications edits, produces, and distributes AAHPER publications. There are periodicals such as the monthly *Journal of Health, Physical Education, Recreation*, research publications including the *Research Quarterly*, newsletters, sports books, rule books, conference summaries, philosophical and interpretive statements, and others. When certain aspects of the professional program are not being adequately covered by independent authors, yearbooks may be published by the AAHPER. All publications are systematically sold and/or distributed.

3. *Committee Meetings, Symposiums, Conferences, and Task Forces.* It is the feeling of the AAHPER that much benefit has come from meetings of groups for particular purposes. Such groups may vary in number from six to several hundred and will deal extensively and intensively with a certain problem. Conferences and meetings have been held to discuss facilities, professional preparation, administration, athletics, values, legislation, research, health education, recreation, international education, and many other topics. Resolutions, proceedings, recommendations, and publications generally result from such meetings.

4. *Administration of Projects.* In the past few years the AAHPER has actually administered projects. These have included the Peace Corps Project, the Lifetime Sports Education Project, and the Project on Recreation and Physical Education for the Mentally Retarded. While there are a few members who feel a professional organization should not be involved directly in the administration of such projects the officers and the majority of the members feel they are very worthwhile.

5. *Legislation.* Members of our profession have generally been of the opinion that past educational legislation has not given an appropriate amount of attention to the areas of health education, physical education, and recreation. During the past year or two we made a strong and organized effort to have these areas of

health, physical education, and recreation included in new legislation and inserted in past enactments. For the most part, these efforts have been very successful and our profession and the pupils in our schools are now benefiting.

6. *Annual Conventions*. The annual assemblies of those in our profession at the state, district, and national conferences are usually the highlights of the year. It is here that the discouraged physical educator finds support and assistance; here is where the exchange of ideas between professional people from the many parts of our country occurs; here is where the novice can learn from the expert; here is where friends and colleagues can share problems and experiences. It is from attendance at conventions that teachers return inspired and encouraged, and it is here that much of the professional in-service training takes place.

7. *The National Foundation*. A recent achievement from which we take considerable satisfaction is the establishment of a National Foundation for Health, Physical Education, and Recreation. This will be a parallel foundation to the National Science Foundation and the National Foundation for the Arts and Humanities. Here will be a depository for funds which may be used for archives and history, for a museum, for a centennial celebration, and for furthering the professional purposes in other ways.

The AAHPER also provides welfare services for its members, provides a means of coordination with related organizations, presents awards and recognizes achievement, exhibits new equipment and new books, and does a host of other things, all intended to benefit the profession and the pupil.

In summary then, the role of a professional educational organization is to do those things that cannot be accomplished by individual action; to bolster individuals and give them courage and confidence; to provide a depository for information; to assist members in improving their own competence; to interpret the work of the profession to the public; to advance and uphold standards; to preserve the best in traditions and history; to evaluate workers.

But let me again repeat—the role of the professional organization is *to improve education* and ultimately to help make a better world by assisting the individual to develop and improve and to assist with the solution of the problems of society and the world.

And now in conclusion may I relate a little incident which occurred in Greece last year and which I believe has meaning for this occasion.

It was in the evening and darkness was beginning to descend. About thirty men and women from many different countries were riding in a bus from Athens to Olympia. We were tired from sight seeing at Epidaurus and Tyrins and everyone had settled back in a quiet and pensive mood. One of the passengers said quietly, "Look!" We were on a winding road between two ridges of mountains and we all raised our eyes to where he had pointed. There, ahead of us, in the west, the sun was setting and looked like a great red ball. Then as he pointed again we turned and looked in the opposite direction and saw at the other end of the valley just coming up over the horizon the moon looking like a second big red ball. And one passenger, perhaps more discerning than the rest, said. "Doesn't that show us that there really is not a very great distance between the East and the West after all."

Accomplishments of Professional Organizations

JOHN M. THOMPSON

Assistant Secretary-General, WCOTP

THERE IS QUITE A PROBLEM IN DEFINING THE TERM "PROFESSIONAL." We often speak of the teaching profession but this expression cannot be translated into French. In that language "profession" has a precise meaning which does not apply to teaching. On the other hand, the French "orientation professionnelle" corresponds to the English "vocational guidance." Clearly, teaching is a vocation but the general understanding of the two expressions is certainly different. In England, "professor" applies only to people in high university posts but in Brazil and Chile it is used for primary school teachers. It is all very confusing.

A meeting of experts called by Unesco and the ILO to draft a recommendation on the status of the teacher has produced a definition which may become the standard interpretation:

"Teaching should be regarded as a profession. It is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge."

Within this context, what are the "professional" accomplishments of teachers organizations? They depend both on the concept of the teaching body of its own role and objectives and on the socio-political reality in which it is operating. Their characteristics are partly natural and partly environmental.

I will take the definition of the teaching profession which forms part of the Unesco-ILO draft recommendation as covering the natural feature. This is how teachers see themselves as a profession and how much of the outside world regards them. Obviously this is a consensus type of definition to which each national group will take some exception.

The intentions which people will read into this statement will vary enormously. In the name of the agreed definition, we will find a multitude of consequent interpretations. There are in the world some 200 national teacher's organizations divided into about 150 varieties, each capable of giving its own interpretation.

I wish to consider five conditioning factors which determine the nature of a teachers professional organization, the listing of which does not refer to any order of priority. I believe that mathematically these will give us 120 permutations:

1. Attitude to world politics
2. Operation in a federal or a centralized educational system
3. Professional or syndical emphasis in activities
4. Relations with government
5. Relations with trade unions

ATTITUDE TOWARD POLITICS

First, then, the issue of politics and the teaching professional-political influence within the organization, the role of the organization within the political life of the country, and the role of the teacher as a member of society. The scope of political influence within the teachers organization is very different in individual countries. In Chile and Venezuela, teachers are directly linked with political parties in the conviction that it is not possible to separate national politics and the actions of the teaching profession in matters of educational policy. In the Soviet Union and Cuba, it is accepted that one of the most important functions of education is precisely to serve the national policy. In the United States and in England teachers do not accept any form of political activity within their organizations.

Nevertheless, last year in the state of Utah in the United States, teachers did fight vigorously for the election of a new legislature composed of people who favored specific educational politics. In England, the National Union of Teachers maintains close relations with specific members of each political party in Parliament in order to promote educational policy. The common base of these different attitudes and different actions is the conviction of each group that this is the best way to advance the teaching profession and education in their respective countries.

With regard to the role of the teacher in society, there are two extreme interpretations and many variations between them. In India there is wide acceptance of the view that to guarantee the independence of education, teachers should remain completely outside politics. In those countries where there is only one political party, teaching about national life becomes interlocked with teaching about political life. In countries where there is a large percentage of illiteracy, the teachers are automatically the "political leaders" of the country.

Most actions by any national group are political in one form or another. And we must accept the role politics plays in many countries. The important thing is to determine whether or not any action by the teachers organization is to the benefit of one ideological or political group or the profession as a whole.

OPERATION WITHIN AN EDUCATIONAL SYSTEM

Let us consider, secondly, the different roles which a teachers organization plays within a federal or a centralized system.

In Canada and Australia where there is no central ministry of education, each state or each province has its own ministry. In Yugoslavia, there are state ministries, but they operate within a centralized system. In France, the Ministry of National Education defines the school life for the whole country. In the United States, there are 8,000 school boards which establish the educational policy and the conditions of work for teachers in their districts. Each teachers organization reflects the system of government of its country, whether it be federal or centralized.

In the first case—the federal—the functions of the organization are primarily coordination and information, research, and national meetings for the exchange of ideas and experience with regard to both economic and professional matters. In the second—the centralized—the organization constitutes the focal point for all negotiation with government with regard to salaries, social security, retirement, etc., and in relation to the preparation of teachers and the overall educational policy. The first type of organization depends for its success on the efficiency of its service; the second depends primarily on the results of its negotiations.

PROFESSIONAL OR SYNDICAL EMPHASIS IN ACTIVITIES

The third factor, the balance between professional and syndical activities, is an important one to this group. To what extent can there be a distinction between a professional and a syndical organization? I am resistant to the distinction. For me an association of teachers must take account *at the same time* of the economic necessities and the professional needs of its members. It is clear that in a federal system the emphasis will be put on the professional. The Canadian Teachers' Federation is a particular example. In a centralized system you can give either emphasis to the work of the organization but the pressure is often on the syndical. The important consideration is the overall effectiveness of the organization. An organization will achieve better results in its demands on the government in any matter if at the same time it can point out what it has done for the professional development of the teaching personnel. This is particularly important when it comes to the question of public support for the teachers' point of view.

Furthermore, if an organization leaves the responsibility for the professional matters to the other groups (in-service training of teachers, pedagogical formation, curriculum, etc.), the organization is renouncing a part of its real function. The government or educational authorities can accept a variety of organizations as representatives of the teachers in the different sectors, dividing the forces of the teaching profession. In the United States all the specialized organizations with the exception of one form departments of the National Education Association. This avoids many conflicts. But in other countries there exists a continuing dispute between the general association of teachers and the specialized bodies. This can only lead to a conflict against the basic interest of the teaching profession. On the other hand, an organization which groups together the professional interests cannot forget the material interests. The people who are concerned with their specialities must accept their general responsibilities.

The national organization should represent all the interests of the teaching profession and not only one part.

RELATIONS WITH GOVERNMENT

My fourth factor was the question of relations between teachers organizations and the government or other educational authorities.

The extreme cases in WCOTP are the United Arab Republic and Japan. In the United Arab Republic, the president of the teachers' organization is at the same time the minister of education. In Japan, until very recently, there had not been any contact at all for many years between the teachers' union and the minister.

The minister of education is charged by the collectivity with responsibility for promoting and organizing education. In the same way, the teachers organization is charged by its members with the responsibility for representing their teaching interests and for defending their concept of national education. The two bodies have the same preoccupation as seen from two different points of view. It is necessary that each maintain its independence, but it is equally necessary that they cooperate. If they do not, the children will be the ones who will suffer.

Relations with Trade unions

There are organizations which maintain very close relations with their central trade unions. In Senegal and Togo, the secretaries of the teachers organizations are at the same time the secretaries of the central syndicates. In other countries, even in some where the teachers organizations have a syndical character, the teachers maintain their independence for different reasons. In France there are political divisions between the central workers syndicates, and the teachers prefer to remain outside this fight. In England it is believed that affiliation with the Trade Union Congress would initiate political conflicts within the organization because the Trade Union Congress is affiliated in its turn to the Labor Party. In other countries the teachers remain totally separate from the workers unions, believing that their problems are completely distinct from those of workers.

In a number of countries the problem is complicated by the fact that the teachers are public employees. There are laws which prohibit employees from going on strike or participating in other forms of representation or protestation. In Rhodesia the secretary-general of the teachers association was dismissed from his position as a teacher because he had made a public declaration in the name of the executive committee of his organization which was judged contrary to his civil service status. To me it is clear that teachers are not public employees in the same sense as the police or the administrators of the technical departments. The real problem is the definition of the teaching profession as an independent body or as a public service. In any case, teachers have a special responsibility in the life of the community and it is essential that this is recognized.

I believe that it is necessary to consider all these five factors when assessing the professional accomplishments of teachers organizations. If the education service is suffering for lack of good teachers due to bad economic conditions, it is undoubtedly professional to demand higher salaries for teachers. If highly qualified teachers enjoying good conditions isolate themselves from their colleagues and restrict their interests, this is certainly not professional. A profession must be an integrated whole if it is to preserve its independent character.

The Role of the Teachers Organizations

What have been some of the major accomplishments of national teachers organization? I would like to cite briefly nine cases—again, no order of priority:

1. *The establishment of education centers.* There are few things which demonstrate the status of the teachers more than their own education centers. It is a symbol of the strength of the association and tangible evidence of the unity of the members. In effect, it is their home and gives that feeling of security which we all associate with a home. There are many examples of such centers and in recent days two more have joined the ranks—the teachers center in Costa Rica and, of course, the KFEA Education Center in which your Congress was inaugurated.

2. *Mutual aid and funds and social security programs.* These vary widely in character but all have the same objectives—to provide health facilities and family protection. Such programs range from straightforward life insurance schemes as started last year in Tanzania to the *Mutuelle Generale de l'Education Nationale* in France, the Teachers Assurance Company in England, and the teachers hospitals in Puerto Rico and the United Arab Republic to mention but a few of which I have personal knowledge.

3. *In-service training programs.* This is an area of ever-increasing concern for teachers organizations. Special mention may be made at the international level of the Project Africa program of the Canadian Teachers Federation and the Teach Corps of the National Education Association of the United States. Many national programs are promoted in the long vacations and it seems likely that with the rapidly changing character of educational content to meet the changing times, schemes of this character will grow in importance and in number in the future. Through them the profession can contribute most actively to the professional advancement of its members.

4. *Freedom of teaching from political influence.* However much we may practice teaching for its own sake without political regard, we are members of the body politic and play a part in the national life. This exposes all teachers to the possibility that a government concerned with the prosperity of its political supporters may stand in the way of professional advancement for political reasons. A specific case arose some three years ago in Jamaica and played an important part in strengthening the professional unity of teachers. Undoubtedly, whatever salary or other benefits may accrue from divisions in the profession, unity is essential in the face of unprofessional attacks from any source whatever.

5. *Education conferences.* In federal systems especially, the national teachers associations play an important role in the promotion of national debate on educational topics. Such is the case in Australia, Canada, Colombia, and the United States, to cite but four instances of recent memory.

6. *Educating the public about education.* The prosperity of the school is linked closely with the degree of support which is received from the public. This is true in political form when it comes to voting additional funds for education, often with the added problem of increased taxation, and in pedagogical form when it comes to the parental relationship to the child's school performance. An increasing number of national teachers organizations are accepting that they have a vital role to play in this regard. Two particular examples are the television films produced by the National Union of Teachers of England and Wales on school life and the involvement of the National Education Association of the United States in a television series on the life of a school teacher.

7. *Legal protection for teachers.* All citizens are liable to find themselves at one time or another accidentally involved in legal actions but teachers are especially exposed to the problem by the nature of their work with children and the formidable responsibilities they carry *in loco parentis.* The defense of the teachers' professional interests in legal matters is an important task for the national organization and in some cases one of the major benefits from membership.

8. *Salaries and other economic benefits.* I do not think it is necessary to elaborate much on this point. The long-term interest of education is at stake. Whether or not they enjoy the right, in most cases teachers are reluctant to strike. Conscientious of their responsibility to the children in their charge, they handicap themselves in the pressing of their demands. This spirit of self-sacrifice should be an eloquent argument, especially, and this to me is all important, for their unity. Any crack in the united front, professional solidarity, or whatever you may call it, is grist to the mill of any who oppose; where such unity has been achieved, this has been a major professional accomplishment.

9. *Independence of the teachers organizations.* All these accomplishments can be realized to their full potential only when the teachers organization is strong and

Congress delegates on the campus of Soodo Women's Teachers College following student dance and gymnastics demonstration.

independent. The scope of this independence is not easy to define in many political systems. Such was the case in Ghana and in Indonesia. The maintenance of it in face of political turmoil is still difficult in the Dominican Republic. However, the degree to which it has been achieved is a great accomplishment for the profession.

THE ROLE OF AN INTERNATIONAL TEACHERS ORGANIZATION

What can an international organization accomplish in face of the diversity of national organizations? WCOTP endeavors to facilitate the achievement of the national objectives which I have outlined in the second part, through interchange of professional knowledge and organizational experience. We add one dimension in the process—the fostering of international understanding between teachers and the recognition of its importance in the school program.

In the first instance, our objectives are achieved by the provision of central international services such as publications, annual theme and research studies on such matters as the status of teachers, clearing-house and informational facilities and most especially, the annual gathering of some 400 or 500 leaders from the 146 national members organizations in 19 countries. This year we expect some 400 delegates and observers from 55 of these countries here in Korea.

In addition WCOTP organizes regional programs to promote contacts among teachers within a region because they share certain common characteristics or interests for reasons of history, geography, culture, language, and so on. Examples of local interest are the regional meetings on science teaching and on teaching about the United Nations which were held in Asia in 1964, and the regional study on the status of the teaching profession carried out with Unesco cooperation.

Finally, WCOTP promotes specialized activities to bring together teachers within their own discipline or subject matter, through specialized committees of WCOTP and through international organizations such as ICHPER. Such activities are conceived or supported as integral parts of the overall program of WCOTP, not as independent projects to serve their own ends but as practical realizations of the declared aim of the World Confederation which is the "gathering into one powerful organization teachers from all stages of education, with a view to enabling them to exert an influence corresponding to the importance of their social function."

If I have any message at all for you it is this, although it may seem a strange one: Do not be too "professional," in the restricted sense. We appreciate the role of ICHPER as a vital element in the fabric of world cooperation which we promote. But I hope that at the national level, your work will be related as closely as possible to that of the national teachers organizations. Whichever of the different characteristics it may possess, this cooperation is vital for professional unity and the overall prosperity of education.

School and Community Cooperation in Planning Programs of Physical Education and Recreation

HAROLD SAGAR[1]

H.M.I., Staff Inspector for Physical Education, Ministry of Education, England

THERE SEEM TO BE THREE INTERRELATED ASPECTS of the topic which I have been asked to discuss and I have decided to say something about each. My first section will deal with the participants in physical education and recreation themselves and what we do for them in school, and when they have left school how we can encourage them to take part in some form of recreation or physical activity. I shall consider how we smooth their passage from school to the adult community and examine some of the arrangements that are made to help them to settle into some post-school activity.

Secondly I shall be concerned with the range and the use of the facilities provided for physical education and sport, particularly with that aspect which we usually refer to as dual use, for example, the use of school facilities by other sections of the community out of school hours.

My third section will be concerned with the method of providing facilities and in particular with the combined planning of facilities with a view to improving the opportunities for all sections of the community including schools. This is something which is comparatively new, and we are only just examining possibilities.

DEFINITION OF TERMS

Before I talk about the school program, it would perhaps be helpful if I said a brief word about how I use the terms *physical education, sport* and *physical recreation.* I use the term physical education to describe that aspect of the school program which is dependent on physical activities, that is, on games, gymnastics, athletics, dance, swimming, outdoor pursuits, etc., and I would use the term to include all the voluntary clubs, out-of-school activities, and interschool activities as well as all that falls within the prescribed program and the school curriculum.

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[1] Paper read by Job Kipngeno Rob, President, Kenya National Union of Teachers.

Occasionally I shall find myself using the word sport, even in relation to the school program. Sport is a term used very vaguely in England, and I will try to use it only as a collective noun for the whole range of recreative physical activities. It might also be used to refer to the voluntary part of the school program, that is, to the out-of-school clubs, the team matches, fixtures, competitions, etc.

The term physical recreation is not usually used in reference to the school program or in the school context, but refers much more to active participation in physical activities outside the school setting, that is, for the post-school population or even for school children away from school.

THE PROMINENCE OF SPORT

In the United Kingdom, sport in its most general sense plays a prominent part in the physical education program of our schools and in the life of the school community generally. The youngest children have daily periods of physical education which include training in body management, ball skills, dance, and often swimming. There will normally be a hall available for indoor work, equipped with portable and/or fixed apparatus. Schools for junior children (7 to 11 years of age) are provided with playing fields at the rate of approximately one acre to every 100 pupils, up to a total of three acres. In addition, all our primary schools will have a paved area for outdoor physical education. By the time they leave the primary school at 11 years of age, most children will have taken part in some form of team games, usually the major team games adapted to their ability and skill. They will also have the experience of running and leaping within a program of general activity and many will have learned to swim and may well have become quite proficient swimmers.

In the secondary schools, which accommodate children over 11 years of age, the physical education program will normally include gymnastics, team games for winter and summer, individual and court games, athletics, swimming, and, particularly for girls, dance. Some 2½ to 3 hours each week would be a normal allocation of time and the work will be taught in the main by specialist teachers of physical education assisted, especially out of school hours, by the academic staff of the school. It is customary for a full program of school clubs and voluntary activities to be organized during the lunch hour and at the close of afternoon school.

Outdoor pursuits (canoeing, climbing, sailing, camping, potholing) have become very popular in recent years and are often undertaken by school parties supervised by teachers during weekends and in the holidays, and I have already referred to a program of interschool machines, competitions, and championships.

PHYSICAL ACTIVITY IN THE POST-SCHOOL YEARS

While the main aim of the school program in physical education is to contribute as far as possible to the fuller educational needs of the pupils, the nearer the boy or girl gets to school leaving age, the more one is concerned with strengthening interests and establishing habits that will ensure his active participation in physical recreation when he has left school. But several recent investigations and reports show that a disappointingly small proportion of school leavers and those young people in their later teens continue with any form of physical activity and we are anxious to discover why and what we can do to remedy this situation.

I would first like to stress that the most important and most effective remedy is the attitude of the young people themselves towards sport and recreation. We must somehow create and sustain in them a demand for active healthy recreation. With this in mind there have been two significant developments in secondary schools in recent years. The first is that the school program in and out of school hours has been broadened to include a much wider range of physical activities of all kinds, and many schools are now able to offer over the years as many as twenty or more different activities which may be experienced by boys and girls while still at school. One does not expect them all, of course, to sample everything. The second is that senior pupils are often allowed to choose the activity they will practice during physical education and organized games lessons. The justification for these developments is that if young people are to continue to take an active interest in physical recreation they should have an opportunity to find out what particular sport suits them from the widest possible range of activities, and their interest is more likely to be maintained if they do things voluntarily and are not compelled to continue participation in activities which they dislike or in which they show no ability. It is also likely that they will continue to participate in those activities in which they have achieved some success. Enjoyment and prowess would seem to be the elements to be fostered. Even so, many young people would need an introduction to new activities after they leave school either because they were unable to try them at school, or because they wished to do something different from what they have done at school, or because they achieved little success in what they attempted at school.

POST-SCHOOL PHYSICAL RECREATION PROGRAMS

In the United Kingdom the administration of sport is in the hands of separate governing bodies for each game or sport. The governing bodies are independent voluntary organizations although many of them receive grants from the Department of Education and Science (or the Scottish Education Department) under the terms of the Physical Training and Recreation Act of 1937. Individual sports clubs affiliate to the appropriate governing body. Most of the governing bodies have schemes for the instruction and coaching of beginners and for the training of national teams and potential champions. Many have professional coaches and schemes to train honorary and club coaches and leaders at different levels.

In March, 1965, the sports council was established to advise the government on the development of amateur sport and physical recreation services and to foster cooperation among the statutory authorities and voluntary organizations concerned. Nine regional sports councils have been established in England as well as councils for Scotland and Wales and these will bring together in a regional basis the statutory and voluntary bodies with a view to surveying the needs of an area and coordinating the development of improved facilities.

The Central Council of Physical Recreation (CCPR) is a voluntary organization whose purpose is to promote physical recreation by offering services to and acting as a link between the youth organizations, the sports associations and clubs, the voluntary organizations, and local education authorities. In association with the governing bodies of sport they run courses for performers in many games and sports and train coaches and leaders. They operate four national recreation centers (including the Crystal Palace), have an information and publicity service, and are generally concerned with the development of physical recreation for the post-school population. (In Scotland the Scottish Council for Physical Recreation performs the same function.) The CCPR is heavily grant aided by the Department of Education & Science and works in close association with them and with the sports council.

I have already suggested that too many young people appear to be apathetic towards physical recreation on leaving school, but even the keener young people are apt to be confronted by three major difficulties.

1. Many of the sports clubs are run to suit the requirements of older adult members, and are not especially interested in the young people leaving school, especially those who leave at the age of 15; in many of them there are no junior sections in the club.
2. Many clubs would offer a place to the able performer who might find his way into one of their teams, but they are not particularly interested in the welfare of the moderate performer.
3. Many young people may wish to undertake a new activity and are hesitant about going to a club when they have no knowledge or skill in their chosen sport. Many local education authorities are making determined efforts to overcome this situtation, assisted by the CCPR and in some cases by the good will of sports clubs and sports organizations in the area.

SPECIFIC RECREATIONAL PROGRAMS

In-School Programs

1. Pupils in their last year at school are offered an introduction to an adult sports club and a regular series of sessions, perhaps during their organized games lesson or in school time, in a sport of their own choice, in the hope that they will continue as members of the club after leaving school. In these cases, junior sections of the club have often been formed to cater especially for young people.
2. CCPR officers arrange a series of talks or demonstrations or practices in sports that are not likely to have been included in the school program, for school leavers, either at special centers or in their own schools or for pupils from a number of schools in an area. They are also able to give them information about the clubs within their own area for any aspect of physical recreation.
3. School leavers have a period of residential education (anything from one weekend to a few weeks in duration) at a national recreation center or a local education authority residential center where they may be introduced to several sports or certain specialist sports, for example, mountain activities. An increasing

number of local education authorities are maintaining their own residential outdoor activity centers, and in addition to introducing young people to mountain and outdoor pursuits, they are often made available to young people after they have left school, either during holiday periods or during the weekends. Specialist staff to give expert tuition are usually available in such cases.

4. Some local education authorities are appointing specialist part-time coaches to assist with school games, especially to increase the range of activities beyond those that could normally be coached by the school staff. In one instance, groups of pupils from different schools are combined to make the scheme more effective.

Post-School Programs

1. A number of large education authorities organize special recreative centers or institutes for young people where the emphasis is on sport and physical recreation. In many cases, these centers are based on school accommodation, especially in new, large schools which are well equipped with gymnasia, sports halls, and swimming baths. A close link is then established between the school and the post-school center, and there may well be members of staff serving in both to act as an additional link. There are examples of recreative centers having their own accommodation separate from the school and this is sometimes used by school children during the day.

2. Some authorities base youth centers and evening centers on their secondary schools and offer classes and clubs in physical recreation to either present or former pupils of the school. In schools where the facilities for physical education are good it is not unusual for some centers to have a special interest in physical recreation.

3. At least one authority runs single activity centers for young people between the ages of 15 and 20. Badminton, fencing, canoeing, climbing, sailing, gliding, and other activities can be covered in this way. Young people who join these single activities automatically become members of a central youth club where they have the usual social and canteen facilities.

4. The CCPR arranges special courses for young people in single sports either residential or non-residential. During the holiday period they run a large number of courses in a wide range of activities for different ages of participants, and at all of these there is expert tuition, either for beginners or for more advanced performers.

5. Private sports clubs run junior sections and do all they can to attract junior members. These activities are sometimes the result of CCPR interest in young people.

6. Open coaching centers are sometimes run in an area by a governing body of sport; for example, the Lawn Tennis Association operates centers on one night a week for a number of weeks for any young people who want to attend for introductory coaching.

7. Those schools that retain their pupils to the age of 18 often organize old boys clubs and so establish a link, but this method is unusual for the 15 year old school leavers.

BRIDGING THE ACTIVITY GAP

Before passing on to talk about facilities, I would like to repeat one point I have already made and to add two further points about "bridging the gap" between school and post-school life.

1. In the end it is the attitude of the young people themselves that will determine the extent of their participation in sport and we must do all we can to maintain and stimulate their interest and enthusiasm.

2. Continued interest depends not only in having the right facilities in the right place, but in having leaders and coaches who are able to retain the effort and attendance of young people.

3. Just as we need continuity from school to early post-school activities, so we hope that the attachment made at this period can be readily continued into adult life. There is much to be said for all sections of the community and all age groups finding their physical recreation within the same setting. So far we have very few multi-sports centers which cater not only for a range of activities but also for all members of the family.

PROVIDING FACILITIES

The Standards for School Premises Regulations (1959) has established rulings for accommodations which must be provided in schools. These include the facilities for physical education. I referred briefly to the range of accommodation in primary schools. In secondary schools, any school with 361 pupils or more is required to have a gymnasium and schools from about 700 pupils upwards may have more than one gymnasium or may replace additional indoor spaces by sports halls or swimming baths but these are not regulation requirements. Secondary school playing fields are provided at approximately seven acres for 300 pupils, ten acres for 600 pupils, and an additional one-and-a-half acres for every 150 pupils. These fields will provide pitches for team games, and practice areas for athletics; and there will be additional hard space on which tennis courts and other ball courts may be laid out.

The local education authority is responsible for planning and building the maintained schools, and the appropriate voluntary body for voluntary schools. About 50 percent of the cost comes from local taxation and 50 percent from the general grant; there are special arrangements for voluntary schools. Each year three educational building programs are drawn up within a total national sum, with an apportionment to each local education authority, and an approved list of projects. There are separate programs for schools, for the youth service, and for further education, and although there are not the same specific regulations for further education and the youth service as there are for schools, any of these establishments is likely to be provided with facilities for physical education and recreation. These facilities, especially those in the schools, are provided essentially for the needs of the school or educational community.

Sports facilities which are provided for the general public are the responsibility of the local authority; for example, the Parks' Department may provide sports grounds, tennis courts, etc.; the Baths' Department may be responsible for the administration of swimming pools but these are financed by the local authority. As in the case of schools, about 50 percent of the cost is borne by local finance and 50 percent from general grant, but there is no nationally integrated plan as there is for schools, and projects are approved individually by the Ministry of Housing and Local Government.

Private organizations are the third providers of sports facilities, either in the form of private clubs, which in the main are single activity clubs or combine one winter and one summer sport, or they may be provided by industrial firms who, although providing in the main outdoor facilities, do so for a range of different games and clubs.

And finally, there are commercial facilities such as skating rinks, bowling alleys, riding stables, and more recently, squash courts, marinas, and golf driving ranges. Dance halls might also be included in this category.

The general picture of provision over the country can only be described as uneven. While in some directions it is quite good, for example, in schools provision and in the provision of playing fields and sports grounds, the situation in relation to swimming baths is not so good, especially outside the larger towns and cities; a shortage of athletic tracks ten years ago has been substantially improved, but there is a serious shortage of indoor halls and we have very few multi-sports centers. The Wolfenden Report published in 1960 by the Central Council of Physical Recreation, *Sport and the Community*, drew attention to the need for more all-weather floodlit outdoor surfaces, more athletic tracks with suitable ancillary provision, more indoor swimming baths, and mentioned in particular the shortage of facilities for indoor games and sports, suggesting the establishment of multi-sports centers. In trying to make good these deficiencies and to improve the standard of provision over all the country these factors are important: (a) Such facilities as are provided should be used to the maximum possible extent. (b) In the interests of economy, any duplication in the provision of new facilities should be avoided. (c) There should be close coordination in all future planning for different sections of the community and among different authorities and agencies.

DUAL USE OF FACILITIES

For maintained schools and other educational establishments, responsibility for maintenance and use rests entirely with the local education authority and the head teacher or principal and his governing body. The scale and type of use other than by the educational community varies very much from place to place and according to the nature of the facility. Where facilities are so short, there is understandably increasing pressure for the extended use of school facilities. In a joint circular issued in 1964 by the Minister of Housing and Local Government (No. 49/64) and the Department of Education and Science (11/64) the Government supported in principle both the dual use of educational facilities and combined planning of facilities.

In some parts of the country, school facilities are very extensively used throughout the evening by various classes, clubs, and evening institutes. London is a particularly good example in this respect, and there are other areas in which gymnasiums are used almost every evening of the week and in which other facilities may be open for evening classes or for club use. Understandably, there are difficulties about excessive use of turf areas, but even so, some local education authorities allow youth clubs and even other organized users to play on school playing fields when they are not required by the school. But there is a limit to the amount of wear that a turf pitch will take, and the scale of provision of school playing fields is very closely related to the estimated needs of the school alone.

In areas where porous hard surfaces are provided, outdoor facilities and paved tennis courts can be made available for use in the evenings and during holidays. This is happening in an increasing number of schools, particularly in the more congested urban areas, and especially where floodlighting can be provided.

Where swimming baths have been provided in secondary schools organized users are often able to enjoy the bath out of school hours, for example, scout troops, youth clubs, and other organized classes, although in some cases the capacity of the filtration plant places a restriction on the total amount of use, and the access and changing accommodation does not always lend itself readily to other than school users.

Where there is little dual use of school facilities, this may be due to a fear that outside users will cause damage; this problem is countered in some areas by ensuring some continuity of teaching staff or supervisory staff between the school and the evening user. It may also be because of difficulties of access or other features of design.

There are, however, other aspects of dual use. Until recently, most of the school swimming took place in public swimming baths, and it is not unusual for school classes to attend public baths in rota from nine in the morning until five in the evening, even though the general public may be admitted during the same hours. Field games, pitches, and tennis courts in public parks are quite frequently used by schools which may have inadequate playing fields of their own or who may, for various reasons, find it advantageous to extend beyond their own confines. And in some areas, private grounds, especially those of large industrial firms, but sometimes of private clubs, may be made readily available to school users.

Looked at from the viewpoint of the wider community, there are, however, certain problems in connection with dual use. Pride of possession and high standards of maintenance require that there should be the closest possible cooperation and sympathy among all users and a considerable amount of good will is required on all sides to make the arrangement work smoothly. The design of the facilities also demands special attention if dual use is intended—for separate access or separate changing accommodation in certain circumstances; and certain additional amenities in the way of social accommodation and even of cafeterias or canteens might well increase the chances and suitability for community use.

There is, however, also the possibility that facilities which are designed essentially for school use may not be of the best possible type and design for adult use, and this consideration leads to the final section of my talk, which is concerned with joint or combined planning of facilities for sport.

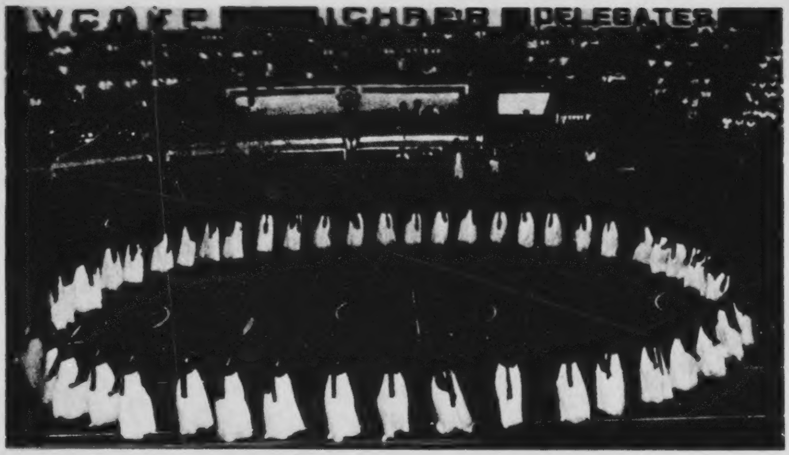
COMBINED PLANNING OF FACILITIES

I can best begin this section by recalling various points I have already made and summarizing the general situation.

1. There are several shortages, some of them severe, in various aspects of recreational provision.
2. With the establishment of the sports council and the regional sports councils there is a growing interest in improving facilities all around.
3. There are demands from different sections of the community, the schools, the youth service, and from adults for improved facilities.
4. It is uneconomic and unjustifiable to provide separately for different sections of the community if unnecessary duplication results and if facilities which could be used more extensively are left standing idle or empty at certain periods of the day.
5. In the past local education authorities and local authorities have tended to provide facilities separately for schools or other educational establishments and for the public, even though a considerable amount of dual use has extended the availability of some school accommodation.
6. Facilities which have in the past been considered adequate for school use may not without modification and extension be wholly suitable for adult or general community use.
7. In planning for the overall needs of the community, it is sensible to assess the extent to which accommodation in educational establishments can be utilized by the general community.
8. In planning any new schools or other educational establishments, the total situation in the area should be assessed and the facilities in the school related to the needs of the area as a whole.
9. The joint circular already referred to has given general approval for these principles in planning future accommodation.

Combined planning is, therefore, very much the concern of local education authorities and local authorities alike. It should be considered under several conditions: (a) when two or more neighboring local authorities get together to provide a facility that will supply the needs of the group of authorities, (b) within one area, when the local education authority and the local authority come together to consider a joint plan to which both may contribute, (c) when local authority, voluntary organizations and, perhaps, the local education authority coming together in a different kind of association to meet the needs of an area.

It is with the second of these possibilities that I feel most concerned in connection with my topic and on which I want to end this survey. I can do no better than quote from a recent publication of the Department of Education and Science: Building Bulletin No. 26, *Secondary School Design: Physical Education.* In an introductory note it states, "It is hoped that in their planning to meet the needs of a full and balanced school program, local education authorities will always take into account the desirability of providing facilities wherever possible which will give additional scope for adult recreation. In county boroughs this indicates consultation with the committee or committees concerned with providing swimming



Korean girls in traditional costume perform Korean folk dance at the ICHPER closing ceremony in Chang-Chung Gymnasium.

pools, sports halls, running tracks, and other sports facilities. In counties there will also be a need for consultation with the appropriate county district council.

To achieve the range desired it will generally be necessary to make combined provision in an integrated scheme, to which a contribution is made under non-educational powers, with loan sanction from the Ministry of Housing and Local Government to supplement the authorized expenditure of the school. The additional funds available in this way may be used either to provide additional facilities, such as a sports hall or a swimming bath, or to extend the scale of those which would otherwise have been provided." So far, there have been few examples of this type of planning and provision, although one or two examples do exist. But quite a number of authorities are already thinking along these lines and in the building of new schools or the expansion of old ones there are already signs that useful sports centers will be developed from the nucleus of the schools' physical education accommodations.

There is perhaps another way of making this type of joint provision. That is for the local authority, in making its provision for the community, to site facilities alongside the school, and perhaps to incorporate in them some part of the school physical education accommodation which may have been financed by a contribution from the education committee.

Whichever approach is adopted, there will be need for a well drawn up scheme of supervision, maintenance, and coordinated use, and it is important that in such combined schemes the essential needs of the school for its educational program be satisfactorily met both through suitable accommodation and availability of the accommodation when it is needed. Such problems are by no means insurmountable if there is good will and wise direction from the start.

The Challenge of Time

KLAAS RIJSDORP

Vice President, ICHPER
Director, Hague Academy of Physical Education, The Netherlands

THE ORGANIZERS OF THIS CONGRESS have asked me to speak on the topic, "The Challenge of Time." We may ask, "The challenge of what time?" Is it the unmoved sequence of seconds, minutes, and hours of the clock? Is it 1966 in the Christian era, situated between 1965 and 1967 as in an arithmetic sequence? Or is it our time, our own subjective time in which we live and experience—the so-called "modern" time.

Modern time is never an absolute notion. It is modern only as distinct from past time. But even that is too absolute a definition.

I come from Europe, but is my modern time for me the same as your modern time for you here in the Oriental part of the world? No—the circumstances of your life are different and your past time is different. And besides, you and I are different. Otherwise, what is past in time and in our experience of the world? And what is in our modern time just as it is because the past has led to it? For our American and African friends, it is again another question because their circumstances differ; because they build their present upon a different past; and because they experience the world in a different way.

If this is all true, then what can I have to say to you? May I say, "Listen, this is the challenge of time!", or must I be a bit more modest? I think the latter. We cannot learn much from each other by relating our own experience or by telling each other exactly how things must be done. We can learn from each other only by listening. To what do we have to listen? We can tell each other how we see the structure of our own modern time and how we see the future. We can listen to each other and absorb ideas and transform them by our own experience. In this way we learn what each other has to say and also experience communication with another person through expression and exchange of ideas.

Each year the world grows smaller through telecommunication—telephone, telegraph, radio, television, etc. Distances are reduced by efficient means of travel. I can travel comfortably from my country to Korea in two days, whereas it took my ancestors three long, difficult months. The world grows smaller through the development of science as we understand each other more thoroughly in a joint world of knowledge with common ways of thinking and doing, and shared concepts about the nature of man and his world.

Happily, this free communication does not eliminate differences. Separate cultures retain their individual character and quality in terms of world events. But the structures of modern cultures all over the world have increasingly more points of comparison than ever before.

Therefore, it is possible for me to tell you my point of view concerning the challenge of time in the fields of health, physical education, and recreation, and for you to listen with the ears of a person who has similar concepts and problems. We must all solve our problems in our own way but we are not alone in having problems. In every part of the world people of the same profession are busy with similar problems. Although no one man in the world is the same as any other man, all people in the world are equal insofar as they are people, just as flowers are different (moogoong-hwa and tulips), yet still distinguish and manifest themselves as flowers. And as all flowers need rain and sunshine, all people need physical, health, and recreation education.

From this point of view, I will speak to you about the challenge of time as I experience this in my circle of life in the fields of health, physical education, and recreation.

MODERN CULTURE

Man's nature is focused on culture. He is conscious of his position in the world, of what he is, does, and is able to do; and not only will he maintain his position, but he will also improve. Ultimately he will understand the sense of life and, among all relativities, he seeks his security in faith and contemplation of life, in standards of value, in making rules and devising a way of playing the game. That is culture.

Since man comes helplessly into the world and needs the adult's help to prepare his task of life, every child encounters the adult's standards and his direction of going. If the child trusts the adult and relies on him, he takes of that particular pattern of life and his standards of value. But when he is grown, he designs his own version of life. For neither life nor culture ever stands still. This causes the collision of generations. But the mature adult knows that a break is out of the question. Instead there is renewal; a stormy renewal perhaps, an explosive renewal, but nevertheless renewal. In the new version, old values are present. Otherwise there is no renewal, but break.

The true encounter of adult and youth is the center of education. Physical education is the encounter of educator and pupil in the field of physical exercises, games, and dances. In this way, youth never meets its teachers in modern times, in modern culture, apart from the world which these adults have built. We cannot isolate education from the challenge of time. All domination of life starts with arranging and planning and forcing circumstances to man's will. For that purpose, we extend our hands and make tools. Tools are an extension of the hands; they enlarge our faculties.

Man exerts himself more and more with his tools because he looks for always greater possibilities. His tools become more complicated; his life becomes more comfortable and safe. Finally, the human mind conceives such ingenious tools that the tools replace human exertion. I do not fear that the machine will ever replace man. Pushing a button always requires a hand; and the button "yes" or "no" needs a human intellect, a human will, and a human conscience.

But man does change through this development. The maintenance of life and the satisfaction of needs require less physical exertion than in the past. Countless men lead a sedentary life. Young men soon get used to a life without much physical exertion. Even human locomotion involves more sitting than moving. This rest damages the proper development of the organism for it still is a principle of biological development that the function makes the organ. Indeed this social development acts upon human life in more than one way. The lack of motoric and exertion impulses not only leads to avoiding unnecessary movements but the mind also stops moving and the experience of moving becomes less frequent. This leads to a tendency toward passive recreational activities. Against this inactivity, against this tendency to passive recreation, against these lazy mental habits which damage physical and mental health, the physical educator must throw up a dike. Therefore physical education must be focused on exertion and the enjoyment of movement. Modern youth has to learn to play and this is the task of the physical educator.

THE WORLD AS A FILM

Mechanization has made life more comfortable and convenient but also more hurried, more superficial, and more volatile. Matters, events, pictures, and images rush past. We are so accustomed to so many possibilities that we are not surprised at anything. Every day fewer things make a deep impression upon us. We witness new developments and inventions with hardly any attention. Suppose we had to take everything to heart. Suppose we had to get excited about everything. Suppose we had to feel ourselves responsible for everything that happens. To avoid this situation, we accustom ourselves to an attitude of life in which we get excited about as few things as possible and in which we do not feel ourselves responsible for anything that does not immediately touch our own life. We become spectators. The world passes us as a film. We look at people who exert themselves as though we were standing on a balcony watching a passing procession. When the procession has passed, we go inside and shut the French windows.

Have you ever considered how different a street or city appears while walking through it rather than driving a car? The walker discovers a thousand things which the driver of the car doesn't even see. He communicates with the people in a more direct way. The walker must step aside for another person, must give priority, and wait for another person in a more personal way. He observes the other people and is better prepared to see other people not only as passers-by but as men. For the driver of a car, a passer-by is only an obstacle in traffic. The walker more directly experiences the character of the street, of the city, and the quality of the materials with which he is in touch. In the same way man's attitude in a world of fast changing pictures and superficial contacts is less personal and less direct than in a less dynamic and hurried world.

All these circumstances of the modern world change our activities and our responsibilities. Intellectuals and students especially run the risk of seeing the world as a film without taking part in the game. They experience themselves as spectators, critics, stage-managers, or producers but not as participants in the game.

In sports, motoric games, and physical education one can never shirk the concrete responsibility. When there is something wrong in an attack or defense, one can not deliver a scientific analysis of the problem, can not maintain an attitude of relativity, can not be a spectator or wait for a solution; one must solve the problem very specifically and physically. And there is the immediate experience of a sense of personal responsibility for acting in the success or failure of the intervention.

In physical education youth is thrown back on his own resources, on self-activity in the deepest sense of the word, i.e., achieving the solution to a concrete problem in a personal way with personal responsibility. Further, in physical education youth experiences an intimate relationship with materials, with the qualities of materials, and becomes intimately acquainted with their functions. An important aspect of this is the development of resourcefulness and self-sufficiency. One finds that he can not jump higher than the length of his jumping pole. One learns to know and accept his own capacities as well as his limitations. Physical education changes youth from spectator to player. It actualizes potentialities and forces a variety of relationships with people and things.

CULTURAL ACCELERATION

The cultural climate in which the child grows up is co-responsible for the changes in the tracing of the way to the adult status. It is co-responsible for the accelerations of the traffic on that way, and for the traffic blocks. We can clearly establish these things in youth in general.

A crisis period such as adolescence is related to the course of cultural development. The teenage problem is a problem of our modern time. It is a cultural problem.

Within the scope of my lecture it is impossible to analyze the teenage problem in a satisfying way. But undoubtedly the acceleration of the cultural and social development is connected with the teenage problem. This acceleration creates a lack of balance in relationships and personalities if it is not integrated. Cautiously I may extend the thesis that there is an acceleration of the physical and intellectual development of youth but not of the emotional development. Emotional development needs time to ripen. In our time emotional development does not keep pace with physical and intellectual development.

Youth is not isolated in this matter. The youth problem clearly is a generation problem. In connection with this I will point out the general tendency to less refined behavior in sports and in social behaviour. Obviously a man in a streamlined welfare society with few adventurous moments and without many concrete situations of emergency has little emotional satisfaction. Repeatedly he lapses into more primitive ways of emotional release.

In this way a man artificially constructs the tension and exhaustion he lacks in society. This may lead to an existential emergency in which he rejects the structure of society even if it presents him with good. Instead he chooses tension, emotion, revolt, and possibly anarchy.

This is connected with what I said about seeing the world as a film. A man with responsibility does not resort to anarchy. You can not play a game without rules. The rules of a game imply the maintenance of a pattern of behavior. And this implies authority.

In action you are not focused on yourself but on the activity. When I go somewhere I do not focus on the locomotion of my legs or on the fact that *I* go, but on this *somewhere*. I transcend myself in the activity. In the play-action I transcend myself in playing. I am more present in the play-action and possibly in the contact with the ball than in myself. In inactivity, in secluding myself from my surrounding world, I run the risk of never transcending myself, but always focusing on myself. This risk is present not only in inactivity but also in activity which centers around the self as in several kinds of body-building. In good physical education the child performs under the discipline of rules and under the authority that is inherent in the maintenance of rules. Physical education prohibits the tendency of the pupil to yield to itself. It eliminates narcissistic autism in the child and focuses on the very concrete relations with his world and with his actions.

Physical education also confronts the child with the demands of the group and the group structure through submission to the aim and the rules of the game.

SOCIAL PERSPECTIVE

In the meantime it is not easy for modern youth to find its way in our complicated society, which is so complicated that it is difficult to discover its structure. It often seems to be chaotic and it is difficult to see it in perspective. Physical education can teach the pupil through play that society is not as chaotic as it seems to be if you know your place, your task, and your responsibility. Modern man often loses his view of the social structure by avoiding his task and responsibility. When that happens he loses the feeling for his place in society too. In this cultural and social framework De Coubertin's Olympic device achieves its deepest meaning: Participating is more than victory!

In a team, as in a microsociety, youth learns that team spirit develops through the common aim, through the joint task. The organization of sports and competition can be considered as a society playground where young people in small or broad connections can train themselves in mixing with groups, in organizing and leading, in assuming responsibility, and in pursuing a common interest without neglecting the individual interests of the team members.

The noblest aim of sports ethics is acknowledgement of the opponents as coplayers. The joint match is possible only in the presence of an opponent. Your own game is possible only if your opponent plays with you.

Therefore, the physical educator can help youth to find a new perspective in a seemingly chaotic society. The physical educator has to bring young people to the realization that there is a place for everyone who tries to be a sincere teammate by assuming responsibility in a small or large team and by right and fair conduct.

Perspective is possible from a fixed standpoint; *my* perspective is fixed through *my* place in the world.

INTEGRATION

So the physical educator has a great and truly educative task. He does not accomplish this task by simply teaching skills and leading games. Teaching physical exercises, games, and dances for their own sake is not physical education.

Only the *possibilities* are present in the activities which he teaches to his pupils. Activities are not education in themselves. The *intention* to educate must be present.

The integration of activities with the students' personality at first demands that the physical educator himself take part in the desirable attitude. Then he must give his pupils a motivation for training, playing, and dancing in the way he intends. Training without an educational motive is an isolated action in a student's life.

The Olympic Games are a good example. They embody certain ideals. Sports in Olympic Games may lead to their realization. But you can not expect that sportsmen training year after year without the background of an inspiring Olympic ideal suddenly become full of the Olympic spirit. In most of the Western countries sports associations are mainly technical and competitive organizations. They do not place sports under the direction of an ideology. It hardly makes sense to think that every four years Olympic ideals will emerge full grown if they are not present in the sports during the whole period of training.

The challenge of time is a challenge to the physical educator to taking seriously the existential questions of our generation. If he does not he only is an instructor or a trainer—not an educator.

The challenge of time is the challenge of education.

Each of you may decide what part of my thesis is only information about Western physical education problems, and what part of my thesis may bring you to reflection.

But each of us has to listen in our educational praxis to the demands of the present, to the challenge of time, of *our* time, which is for every educator a gift and a task.

The challenge of time is an opportunity for education.

The Role of Physical Education in International Understanding

CANDIDO C. BARTOLOME

Executive Secretary, University Athletic Associations of the Philippines

PHYSICAL EDUCATION IS A SUBJECT THAT IS WIDELY MISUNDERSTOOD TODAY. Many administrators think that any kind of physical, and at times mental activity can be substituted for it as a requirement for completion. But it must be remembered that physical education is neither coaching, nor recreation, nor work, nor physical conditioning *per se*. Each of these activities has its respective aims and objectives and one should not be substituted for the other. It is the promiscuous substitution or interchanging of these activities that causes the family of other academic teachers to take physical education less seriously than it deserves.

To me, physical education means much more than what it portends.

Borrowing the popular definitions of physical education from America and Australia that it is "education through the physical" and "education through movement," respectively, we may interpret physical education as relevant to the total development of the individual and not only the acquisition of skills, increase of strength, and lengthening of endurance for a certain definite purpose. Above all, physical education should stress its effect on the moral, social, and aesthetic attitudes and conduct of the individual.

Teachers of physical education must teach all the fundamental skills of which the hands, feet, head, trunk, etc., are capable, so that they can be used efficiently and effectively in sports, athletics, dancing, swimming, gymnastics, hiking, and the like. These skills will be a great asset to the individual in his daily life later on. While performing these skills, the teachers must teach and guide good behavior and speech control whenever the opportunity arises. It is essentially through constant reminders and repetitions that good manners and good behavior become natural to the individual.

Sports, athletic competitions, and recreational situations are the best laboratories for testing and instilling good manners and right conduct in the participants. Dancing should not confine itself to developing grace, poise, and rhythm, but to developing good ethics and mutual respect between the sexes. A high sense of aesthetic values should permeate all of these activities.

Skill, strength, and endurance develop self-confidence and an assurance of being able to stand alone. These should not lead to arrogance, bossiness, belligerence, or cruelty. Correct physical education should teach the individual how to understand his own weaknesses and strengths, then those of others, then the value of cooperation, and finally the intrinsic value of respecting the rights of others and those of the authorities. Understanding and mutual respect between individuals will always result in cordial relationships and cooperation. These traits can be brought about through physical education.

If the teachers of physical education all over the world will strive to understand and carry out the true aims and objectives of this subject, I am sure international understanding will not be difficult and peace will reign. The following hypothetical situation is a good example.

If thirty normal children of different nationalities, races, creeds, and economic strata are put together in a play area, what will be their reactions toward one another? It will be safe perhaps, to say that some will be confused, some aloof, some will attempt conversation by signs, and others will be friendly. Place at the head of these children a competent and an understanding teacher of physical education and I am sure that in no time they will be playing with one another and will enjoy participation in activities given them. Their reactions to the same or similar situations may vary. It is here that the teacher plays his or her important part. It is the teacher who can mold the moral and social behavior of these children so that later they will know what to do and say on all occasions. Since activity is the mother of growth, skill, strength, and endurance, and the source of varied actions and reactions, the mental and emotional responses of the children should be guided so that all members will develop in themselves the same manner and behavior which will ensure understanding and tolerance at all times.

PHYSICAL EDUCATION IN THE EDUCATION PROGRAMS OF ASIA

A Brief History of Physical Education in Korea

BYUNG WEE LEE

Professor, College of Education, Seoul National University

THE EARLIEST FORMS OF SPORTS must have come from hunting and fighting. For man hunted wild animals before he learned to till the land for food, and had to fight the enemy in war as well. Hunting and fighting required of the ancient Koreans such skills as running, throwing, archery, lancing, fencing, wrestling, and horse riding among other things. Naturally they cultivated these skills as necessary for their survival, especially archery, horse riding, and fencing.

PHYSICAL TRAINING AS MILITARY DEFENSE

Because of her peculiar location, Korea was always a tempting target to her neighbors and in order to survive she had to keep a military power strong enough to repel enemies. The kingdom of Goguryeo maintained a training center called *gug-dang* at each important spot throughout its territory. Sinla, another of the three ancient kingdoms, had meeting places called *geun-rang*, where hundreds or thousands of *hwa-rang* gathered together for military training and education. The *hwa-rang*, somewhat like the knights of the West, had their distinct creed, one stipulation of which was 'no retreat in battle.' Their training stressed elevation of morale and the advance of physical strength required for the defense of their fatherland. In short, the physical training of ancient Koreans, as was the case with all other nations of the world in ancient times, was aimed at maintaining their readiness to fight the enemy on the battleground.

Military training was given to all grownups, regular practices and general maneuvers being conducted by the government. According to the contemporary laws, it is understood that groups of 500 households were organized for training into group units composed of 100 *tong* of five households each. Such military training naturally helped to advance the physical strength and also the martial spirit of the nation.

Among the items of their training were *yu-do*, called *su-bag* (striking) or *taeg-gyeon* (kicking) in Korea, fencing, kickball, hitball, shotball, throwball, horse riding, *ma-sang-jae*, or acrobatics on horseback, etc. In addition, there were some forms of popular amusement and wild sports which were enjoyed chiefly by commoners, such as wrestling, waterplay, tug-of-war, stone missile warfare, sledding, kite flying, trapeze swinging, board jumping, etc. The more warlike items were encouraged by the government and the people were trained under governmental guidance, while the more entertaining types were spread widely among the lower classes of the people as a means of occasional recreation. Some of these forms gradually became obsolete with the passage of time but other traditional sports were still practiced.

Of the sports and traditional games which were passed down to the Goryeo Dynasty, many survived and were handed down to the Yi Dynasty. Since the first king, Yi Seong-gye (Tae-jo), rose to power as an army general, a militant spirit prevailed during the early period of the dynasty. Military training and studies of bodily feats were undertaken in a more or less scientific manner.

POPULAR SPORTS

Yu-do (or *taeg-gyeon*) became very popular among the people and was performed at public meetings by both commoners and soliders on Dan-o festivals on the fifth day of the fifth lunar month. In the Yi Dynasty, a scholar called Han-gyo, studying the secrets of *yu-do* scientifically, refined various techniques. Upon recommendation by Premier Yu Seong-yong he was charged with the responsibility for military training of soldiers. He made another exhaustive research of diverse military literature, learning the secrets of *yu-do* and other techniques. Then choosing some 70 men, he experimented with his findings on them, passing the techniques over to them in the process. The training he gave them was made good use of against the enemy when Hideyoshi invaded Korea in 1592. He also published [illegible] comprehensive study of military art, handbook of military drill, and other similar textbooks.

Fencing also prospered and was of primary importance in war in the period before the development of firearms. Nyu-yu of Goguryeo and Hwang-chang of Sinla were renowned fencers. With Hideyoshi's invasion the art of fencing became highly regarded, making great progress. To the traditional art was added what had been learned from both the Chinese and the Japanese, and upwards of 300 separate techniques, divided into 11 branches, were taught to the soldiers.

Kickball or hitball, something like the present day soccer, also throve during the Yi Dynasty. Shotball, a variety of kickball and something like today's croquet, is another game that is recorded as having been enjoyed during the reigns of Kings Tae-jong and Se-jong. According to the *Chronicle of King Se-jong's Reign*, the object of the game was to score a mark by successfully driving a wooden ball the size of an egg through a hole placed at the opponent's goal gate by the use of a stick with a palm-like flat attached to the end. King Se-jong used to start the game for the royal family in the inner garden of his palace. Sometimes he even participated in the game himself. It is easily imaginable that the game was exclusively for the highest society and not for the general public. According to the *Chronicle of King Se-jong's Reign*, courtiers repeatedly recommended to the king that the game be abolished.

However, the king kept refusing to agree and indeed he rather encouraged that interesting game.

The Yi Dynasty also had horse racing and acrobatics on horseback which were quite similar to modern horse racing and circus performances. During this period they were often introduced in neighboring countries. It is known today that the circus or acrobatics on horseback was shown to the Japanese each time Korean envoys visited them. Later this was improved and developed into 'single' and 'double' forms; the single being played with a single mount, the double with two at a time. It is said that there were six separate techniques in acrobatics, and that cavaliers, learning them all, made a point of displaying their art before audiences on each occasion of celebration or festivity.

With the rise of Confucianism, several centuries of peace, and the development of a national preference for letters over things physical and material, the traditional games and sports lost popularity and the majority of them passed completely out of practice. A few have survived, however, such as archery, wrestling, and kiteflying.

INTRODUCTION OF THE MODERN SPORTS ERA

As late as the era of King Go-jong (1864-1907), Western civilization began to be introduced into Korea, via China and Japan. Korea soon exchanged diplomatic missions with Western nations; foreign trades were initiated; advisors of Western nationalities were appointed to important government posts; and in the 23rd year of the King's reign (1886) the first public school was established. Later, following the Gab-o Reformation, many schools were established in conformity with the New Education Regulations. In these schools, sports or physical training became one of the important regular subjects, teachers being hired mostly from the army. The first joint athletic meeting of public and private elementary schools was held on May 10, 1905, and it thereafter became an annual function. Soon, schools of each level had their respective joint athletic meetings yearly, thus popularizing physical training and sports throughout the entire nation, especially among the youth. It was a phenomenal change from the negligence of physical culture since the mid-Yi Dynasty.

In the first year of Yung-heui (1905), the Korean National Physical Culture Association was organized through the good offices of No Baekrin and others. On July 13, 1920, it was reorganized as the Korean Physical Culture Association and was very active until it was suppressed by the Japanese in 1938.

Among the modern sports imported from the West, the most exciting for Koreans was soccer. The first team was organized by Foreign Language School graduates, most of whom were government officials. Sometime later the Dae-chang Club and Sae-mun team were formed, their major opponents being the teams of Bae-jae School, the Foreign Language School, and the Imperial Capital YMCA. In those days however, the playground had no regular standard size and any space of ground which looked somewhat appropriate was accepted. The positions of players had their Korean names, the goal keeper being called *mun-ji-gi* (Korean for janitor), the wing, *neol-po*, and so on. Having no regular uniform or anything suitable, the players played in their ordinary clothing—Korean jacket (*jeo-go-ri*), waist-coat (*jo-ggi*), straw footgear, gaiters, and horsehair headgears. Neither did they have any studied technique nor skill. They just deemed as best those players who could kick the ball highest up in the sky. Still, youths of Korea showed great enthusiasm for the game, and on moonlit nights they used to play until very late.

Baseball was imported in 1909, just one year before the annexation to Japan. Among the chief teams were those of the National Han-Seong High School and the Imperial Capital YMCA. In 1912 a team visited Japan for games there, and during summer vacations students studying in Japan returned home to have friendly matches with their counterparts.

About a year later basketball and volleyball began to be played by Koreans. At first they were played in the back lot of the YMCA Hall on Jong-ro Street. The number of players was not regular then; whoever felt an inclination just stepped in and joined the others at any time. A team visited Japan for matches in 1920. The next year students in Tokyo paid back the visit and from that time on the skills of the players made considerable progress.

Tennis was first played about 1920 and Yi Se-jeong, now principal of Jin-myeong Girls' High School, took an active part in popularizing the game and organizing the Geum-gang Club with men of similar tastes.

DEVELOPMENT AFTER THE LIBERATION

During World War II, Japanese colonists, before retreating from Korea, abused physical education by applying it to unfavorable movements in which their only intention was to strengthen war powers by ill use of physical education. As Korea became liberated, various athletic organizations began to revive animatedly. The Athletic Association of Korea was formed and held many athletic meets to promote and popularize sports. We have attended all the Olympic Games and Asian Olympic Games since the 14th London Olympic Games and the 2nd Asian Olympic Games as a democratic and independent nation, proudly showing to the world the intrepid spirit of Korean youth.

Physical education in schools has made great progress. Since it has become a required course even at the university, the physical education course is being taken from the primary school to the university as a regular subject. In addition, physical education both in school and in society is now approaching a normal status as is desired.

Physical Education in Korea

KUNSUK YEW

Dean, Physical Education College, Hanyang University

IN KOREA THE PHYSICAL EDUCATION CURRICULUM is regarded as an integral part of the total educational effort. Our philosophy of physical education aims at the physical, spiritual, emotional, and social development of every individual, for his own good as well as for the good of society. A fully developed, well balanced individual will live most fully and serve his society best. In a study of the history of nations we can learn that during periods of emphasis on individual growth and development there has been a strong cultural emphasis on sports and physical activity, and that these periods frequently coincided with times of peace and prosperity. With this view in mind, the Korean physical educator assumes the task of teaching the present generation to perform as effectively as possible in a democratic society. The physical, intellectual, emotional, and social elements of a given personality are cultivated and maintain a healthy status through sound instruction and practices at all levels of youth development.

CONTENT OF THE CURRICULUM

The Ministry of Education determines the general content of the physical education curriculum on a nationwide basis except in the colleges and universities. The actual details of the curriculum however, are formulated by the Curriculum Committee which consists of Ministry appointed experts in the field, and whose recommendations must be approved by the Ministry. In addition to this committee, the Ministry engages a physical activities section and a superintendent of education which are exclusively concerned with the administration of physical education in the schools and the sound implementation of the programs. In practice, there is much flexibility in this system as teachers are free to adapt the recommended formulas to each local situation.

In addition, each provincial and municipal government has its own physical education superintendents who are exclusively in charge of physical education in their respective areas. They are responsible for ensuring the adequate maintenance of school facilities and a healthful school environment, the sound management of health instruction, the administration of health provisions, and the implementation of a school lunch program. They also serve as coordinators for the athletic functions of the schools with various social athletic organizations.

The role and function of physical education superintendents or supervisors who are responsible for the management of physical education in schools are largely divided into two areas. 1) They make regular inspection tours of schools throughout the country and furnish them with necessary instruction and advice for sound and effective implementation of physical education. 2) They hold meetings with physical education teachers and discuss problems concerning physical education. These meetings involve demonstration lessons and a specially assigned theme for research.

One of the projects of the Ministry of Education is the designation of model school systems throughout the country for experimentation and research. These model schools receive government financial grants for their research in developing sound methods of physical education. Some model school programs are also funded by provincial or municipal governments. The designated schools in both instances must submit reports of their results to the responsible agencies.

PHYSICAL EDUCATION PROGRAM

I have thus far given you a general picture of the current status of school physical education in Korea. Now I call your attention to the detailed contents of physical education programs for various levels of schools.

Physical education programs are divided into three groups—for primary schools, middle and secondary schools, and colleges and universities.

Primary School. The curriculum for primary schools consists mainly of play and games with emphasis on movement and entertainment for young children. It is concerned with four areas of interest for this age group: gymnastics, athletics, dancing, and some text book study.

The gymnastics include free exercise, games, stunts, and apparatus activities; the athletics include track and field, aquatics, and ball games; dancing involves rhythm and expression activities; and text book study includes health instruction in which the children learn personal hygiene, care of the body, the elements of good posture, proper eating habits, cleanliness, prevention of disease, the values of exercise, and general maintenance of good health.

Middle and High School. The curriculum for the middle and high school also includes gymnastics, athletics, dancing, recreation, and text book study and is essentially the same as in the primary school with an advanced degree of complexity and sophistication in accordance with the age level. For example, in the secondary school the athletic games become more highly organized and at this level are called sports.

College and University. In the colleges and universities each student is required to take eight credits of physical education. The course content is left to the discretion of the individual professor and no special instructions are provided by the government. Most colleges and universities emphasize sports activities and provide adequate recreational facilities and opportunities.

SCHOOL LUNCH PROGRAM

Programs for meal provisions are provided on a nationwide basis at the expense of the government only for public primary schools. There are 5,128,794 children enrolled in the 5,552 primary schools throughout the country. However, only 1,912,290 children (37 percent) benefit by the free meal program. These meals usually consist of bread or oatmeal containing 360 calories and are provided for children with malnutrition approximately 15 times a month or 150 times a year. The approximate cost of the program is $440,000 in United States currency.

The number of free meals provided is hardly adquate in terms of the need that exists because of nutritional deficiency in children. But the program is being gradually expanded to include more children and in the frequency of meal provision.

PROFESSIONAL PREPARATION INSTITUTIONS

As a final point I would like to talk about the status of professional training institutions.

There are three physical education colleges and four universities with colleges of physical education in Seoul in addition to five provincial universities which have colleges of physical education. These make a total of 12 regular, four-year colleges and universities which provide professional training in the field of physical education. In addition there are 23 other colleges and universities throughout the country which have departments of physical education, and the four-year Judo School which provides professional training in this sport.

The specialized fields of training provided by the professional preparation institutions include physical education, dance, health education, and coaching.

The total number of students enrolled in these professional institutions is 2,402—1,278 male students, and 1,126 female students. The curriculum content in these schools includes general requirement courses (40 credits), teacher training courses (25 credits), courses in the major field (80 credits), and courses in a minor field or elective courses (25 credits). The number of credits required for graduation with a bachelor of science degree is approximately 160 in most institutions.

TEACHER RESOURCES AND AVAILABILITY

There are 9,192 public schools in Korea and the total number of students enrolled in the schools at all levels is 6,400,000. There are approximately 125,000 teachers employed in the public schools and a total of 96,000 classrooms. There are 2,067 middle schools, high schools, junior colleges, and four year colleges and universities. The number of classrooms in these schools totals 21,221 and accommodate an estimated 1,312,593 students above the primary level—869,673 male, and 442,920 female students. Assuming that accommodation capacity per classroom is 60 students, it requires approximately 3,336 physical education teachers to meet the total demand for teaching these courses. At present however, the available number of physical education teachers is only 2,000 which means a shortage of roughly 1,350. In addition to the basic shortage of teachers, the profession is further subject to heavy losses as the men are called to military service; and women tend to retire from teaching when they marry. Consequently, the remaining teachers are overburdened with teaching assignments. In many instances one teacher carries the work load of two—teaching 26 hours a week and fulfilling extracurricular activities assignments as well. The teacher shortage then is one of the most serious educational problems in Korea.

Physical Education in the Republic of China

MIN-CHUNG TSAI

Department of Physical Education, Taiwan Normal University

EDUCATION IN CHINA traditionally includes four areas of emphasis: intellectual, physical, moral, and social; and six arts: manner, music, archery, horsemanship, reading and writing, and mathematics. The aim of education is to train individuals in the development of a balanced body and mind. It aims at the development of mental and physical capacities as well as the moral consciousness of the individual. Physical education, therefore, plays an indispensable part in education.

Its specific purposes are to create the spirit of sports, to excite in the people an interest in physical training, to offer appropriate facilities for such training, and to create a spirit of cooperation or teamwork which can be transferred to other communal works and duties of citizens.

In practice, the government of China believes it should—

1. Encourage the people to form the habit of sports and enjoy them in a harmonious atmosphere.

2. Encourage people to form sports committees among various professions. Such committees could help the general populace realize the real meaning and spirit of living, working, and socializing together.

3. Find appropriate means to train those engaged in manual skills in the use of both "hand and head" with neuromuscular activities.

4. Encourage the people to pay more attention to their health by emphasizing cleanliness of body and surroundings through sanitation, help the people to develop their physical organisms fully, decrease instances of disease, and promote the national health through individual health practices.

SPECIFIC OBJECTIVES IN THE SCHOOLS

The aims of physical education at the three major levels of education are as follows:

Elementary—3rd to 6th Grades.

1. To cultivate the children in developing a strong physique.
2. To guide the children in basic methods of controlling the body.
3. To intensify the children's recreational life.

4. To guide the children in the knowledge and habits of keeping themselves healthy.

5. To build up the foundation of children's community life

Secondary Level

1. To increase the vitality of life by effective body building.
2. To cultivate good character, morality, and a spirit of cooperation through sports competition.
3. To cultivate an interest in sports as the foundation of a healthy and happy life.
4. To cultivate motor fitness, efficiency in the use of physical strength, and ability for self defense in daily life.

College and University Level

1. To build a strong body before full adulthood.
2. To cultivate morality and bring to light the national spirit.
3. To train individuals for physical usefulness in personal life and in society.
4. To cultivate the habit of regarding sports as good recreation.

ORGANIZATION OF PHYSICAL EDUCATION PROGRAMS*

ADMINISTRATION

In order to implement a sound, workable physical education program in the schools, each town, district, and province must organize its efforts under a strong body of administrators for the constant improvement of methods and results of physical education. A more effective program of physical education can result if each school will—

1. Establish a committee of physical education and health in the school with the principal as head of this committee.
2. Maintain the curriculum standards and the national working plans as published by the Ministry of Education.
3. Formulate a schedule and timetable of proceedings of physical education classes and make reports on the results.

PRACTICES IN THE SCHOOLS

1. *Student Requirements*. Students at all school levels must take physical education as a compulsory subject. In the elementary schools there are four periods of thirty minutes each of physical education each week; in the secondary schools, colleges, and universities, two periods of 50 minutes each; and in the vocational schools, one period of 50 minutes of physical education a week.

2. *Health and Physical Fitness Check*. Health conditions of the students and the patterns of progress made in the physical education classes should be recorded at regular intervals. In order to do this, medical examinations should be held once each semester; if the results are not satisfactory, appropriate measures should be

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*These plans of organization, teacher preparation, and curriculum standards have been adopted and are now in practice in the schools in the Republic of China.

taken for correction. In addition, teachers must mark the students' results in physical education courses according to given standards. Students failing in physical education are not to be promoted to a higher grade or allowed to graduate.

3. *Facilities.* Adequate facilities for physical education should be provided and carefully maintained. All facilities in the schools should be up to the standards promulgated by the government. New schools without sufficient physical education facilities should try their best to equip them gradually up to standards. In addition, when school playgrounds are not occupied, they should be open to local citizens for sports activities.

4. *Activities.* There should be provision in the school curriculum for daily morning exercises in which every student participates, an after-school sports program scheduled for at least twice a week, two sports competitions each semester, and a sports demonstration or track meet at least once a year.

5. *Expenditures.* Each school should have a separate budget for the physical education department based on the number of students in the school.

6. *Outside Support.* Alumni and parents of the students should be encouraged to take part in school sports meets, and teachers of all schools should guide and encourage students to take part in town, district, provincial, or national sports competitions.

7. *Supervision.* Education departments at all government levels should provide for direct investigation of teachers, principals, and classroom practices to ensure that the most effective methods are in operation. Government agencies should also provide counseling services to physical education teachers. Outstanding teachers should receive deserved recognition for their services during the Annual National Physical Education Festival.

COMMUNITY RESOURCES

Each town, district, and province in the country should have an office of sports, the function of which should be to hold regular clinics and various competitions. Morning exercises should be organized by the sports offices for the benefit of all the people living nearby, and all qualified national or provincial athletes should be selected from the sports contests held in towns and districts. The local sports office should also encourage individuals and private businesses to help the development of physical education by building playgrounds and furnishing sports equipment and facilities, and provide help and guidance to those individuals or private businesses which are willing to further the cause of physical education by their efforts.

TEACHER QUALIFICATION STANDARDS

1. *Preparation.* It is most important in maintaining high standards of physical education that each teacher in the elementary and secondary schools be adequately prepared for teaching by a professional training institution—normal school, normal university, or physical education college. Moreover, those teachers who are responsible for the professional preparation of teachers at the elementary and secondary level must be highly qualified for their positions.

2. *In-service Training*. Elementary school physical education teachers should be selected and retained by the normal school during summer months, or by the Elementary School Teacher Retraining Center; teachers of secondary schools should be selected and retrained by the normal university, the physical education college, or the physical education teachers in-service training committee on special fixed time bases.

3. *Guidance*. The government can do much to maintain high standards of physical education and keep teachers informed of the most recent developments in the field by providing consultant service by experts on a yearly basis, publishing sports periodicals, lesson plans, and courses of study, and establishing guidance committees of physical education teachers to work with specialists in planning the overall physical education program.

4. *Graduate Education*. Physical education teachers can be aided and encouraged to do further studies in the field through government sponsored programs, such as scholarship programs in the normal universities and physical education colleges for elementary school teachers; programs through which the best physical education teachers in secondary schools, colleges, and universities are selected to study abroad; the establishment of a graduate school of physical education.

5. *Teacher Training Program*. An example of a good teacher training program is the one carried out by the department of physical education at Taiwan Normal University. The primary objectives of such programs are to furnish physical education teachers for secondary schools and community physical education workers, to offer adequate scientific knowledge and field experiences in physical education, and to train beginners in physical education research.

6. *Curriculum*. (effective from 1665) Students seeking to qualify for the bachelor's degree are required to follow a pattern of work in harmony with these objectives of the teacher training program. The pattern of work consists of a four-year course and one year of teaching practice with a satisfactory completion of at least 142 credit hours. The existing curriculum of the physical education department for the bachelor's degree is as follows:

Note: The letter preceding course number indicates category of subject field.

G—general required courses
P—physical education required courses
S—skill required courses
E—elective courses

Ex: G101—general course for freshmen
G202—general courses for sophomore
G301—general course for junior
G401—general course for senior

G101-2 Dr. Sun Yet Shen's Thought(4)
G105-6 English(8)
G203-4 Introduction to Social Sciences (3)
G205-6 Psychology(6)
G301-2 Teaching Practice A(6)
(Four Books, Mandarin, and Military Training are required to be taken without credit).
P101 General Biology(3)

P201 Human Physiology(3)
P202-3 Chinese and Foreign Countries' History of Physical Education(4)
P206-5 Officiating and Coaching of Sports(4)
P303-4 Principles of Physical Education(4)
P401 Kinesiology(3)
P404 Health Education(3)
P105-6 Music(2)
S103-4, 203-4 Aquatics(3)
S107-8 Calisthenics and Games(1)
S111-12 Basketball(1)
S113-14 Baseball(1) (Softball for girls)
G103-4 Chinese(8)
G201-2 Modern History of China(3)
G107-8 Introduction to education(4)
G207 General Methods of Teaching (2)
G401-1 Teaching Practice B(6)
P102 Human Anatomy(3)
P103-4 Introduction to Physical Education(2)
P204 Physiology of Exercise(3)
P301-2 Administration of Physical Education(4)
P305-3 Teaching Methods and Materials in Physical Education(6)
P402-3 Tests and Statistics of Physical Education(4)
P307-8 Boy Scout Education(4)
S101-2, 201-2 Track and Field(3)
S105-6, Gymnastics (3 for boys, 1 for girls)
S109-10, 207-8 Rhythmic Activities (1 for boys, 3 for girls)
S209-10 Volleyball(1)
S211-12 Soccer(1)

Note: choose one of the following three groups.

Group I:
Track and Field(3)
Gymnastics(3)
Aquatics(3)
Rhythmic Activities(3)

Group II:
Basketball(3)
Soccer(3)
Tennis(3) (Badminton for girls)
Volleyball(3)
Baseball(3) (softball for girls)

Group III:
Kuo-Shu(2)
Boxing (2)
Handball(2) (1 for German Handball, 1 for American Handball)
Judo(2)
Weight Lifting(2)

Electives:

Psychology of Physical Education(4)
Comparative Physical Education(4)
Construction and Equipment for Physical Education(2)
Sports Massage and Corrective Physical Education(2)
Thesis(4)
Selective Readings of Physical Education in English(4)
Physical Education for Elementary School(1)
Physical Education for Community(1)
Physical Education for Military Personnel(1)
Methods of Basketball Training (2)
Audio-Visual(2)
Sports Medicine(2)
Safety Education(2)
First Aid(2)
Statistics(2)

PLANS TO ADVANCE PHYSICAL EDUCATION IN THE REPUBLIC OF CHINA

In order to implement sound, effective programs of physical education in the Republic of China, responsible educators and government personnel have agreed to the following general plans for the advancement of physical education:

1. To carry out the provisions of the National Physical Education Act of the Republic of China which was promulgated on September 19, 1941.

2. To create a physical education department within the Ministry of Education in 1967.

3. To continue publication of national physical education working plans in accordance with the National Physical Education Act. These include detailed regulations of physical education at all school levels, for administrative organization, playground facilities, teaching materials, teaching methods, tests, morning exercises, after-school sports, medical examinations, teacher training, and training for athletics.

4. To compile courses of study and lesson plans for the study of physical education. (These are scheduled to be completed by the summer of 1966.)

5. To fix physical education tests and norms at the university level which are still in the experimental stage. (Norms for the secondary level have been completed and have been in use since 1965.)

6. To continue secondary and elementary school guidance and teaching demonstrations. (Last summer, the central and provincial governments invited physical education specialists to all secondary schools and some key elementary schools for day-long demonstrations and teaching methods discussions. There were two physical education teachers representing each secondary school and one from each key elementary school in the district. In addition, all district and town governments also hold meetings regularly for elementary school teachers of physical education where new ideas can be exchanged.)

7. To continue in-service training courses for physical education teachers and foreign studies programs for which the best teachers are selected to go abroad during the summer.

8. To attend international conferences in order to exchange views and ideas on physical education and to attend international sports events such as the Olympic Games, the Far Eastern Games, the Asian Games, and all other significant sports gatherings.

PROBLEMS

One of the problems affecting physical education in the Republic of China is the tense scholastic competition which has emerged simultaneously with improved standards of living over the past decade—a phenomenon which has led to a nationwide enthusiasm for education for a still better way of life. The problem for physical education is that it tends to become a secondary pursuit in the schools with the emphasis on the academic subjects. At the present time however, there are efforts being undertaken to establish physical education as one of the subjects in which a secondary school student must be tested before he can be admitted to an institution of higher learning.

Another serious problem is the shortage of physical education teachers. According to statistics, we are short one third of the qualified physical education teachers needed in the secondary schools. To correct this, we have expanded our classes in the departments of physical education in the universities and physical education colleges and have also established summer sessions of physical education courses.

This teacher shortage problem directly causes another problem, that is, the overloading of teachers in service. Besides their regular assignments, these teachers are also responsible for morning exercises, after-school sports, and training for various kinds of varsity teams. All secondary school physical education teachers are required to teach 18-22 hours a week. The total working hours amount to almost 28, in addition to the required preparation for each curricular and extracurricular assignment. This is a problem to which the government is giving very serious attention at the present time.

Physical Education in India

SADANAND D. CHOPDE

Vice Principal, Lakshmibai College of Physical Education, Gwalior

PHYSICAL EDUCATION AS AN ORGANIZED EXPERIENCE under qualified leadership in schools and colleges in India is less than fifty years old. Consequently, its programs have not as yet reached all the educational institutions and all of the student population.

Further, even in institutions where there are qualified teachers of physical education, there are imbalances and inadequacies in programs and facilities. It is not surprising therefore, that while there are a good many institutions with fine programs of physical education, the programs of the large majority of them can only be described as ineffective. Naturally, the problem that faces the government and the profession today is one of bridging this wide gap. However, in the context of the need for rapid expansion of education within limited resources, such disparities in the quality of physical education programs are likely to continue for some time to come.

EXPANSION OF EDUCATION

In accordance with the directive principle of the Constitution, the union and state governments are enjoined to provide free compulsory and universal education to all children until they complete the age of 14 years or the middle/junior stage of education. This is a problem of great magnitude in terms of establishing new schools, training of teachers, and providing necessary facilities and equipment.

At the end of the Third Plan in 1965, enrollment in primary education (Grades 1-5), ages 6-11, was estimated at 514.67 *lakhs* or 78.5 percent of the total population of this age group. The percentage of children of this age group in schools is likely to be 93.1 *lakhs* by the end of the Fourth Plan in 1970.

Similarly, the enrollment in the middle/junior education (Grades 6-8), ages 11-14, was 110.35 *lakhs* or 32.4 percent of the total population of this age group. The percentage of children in school of this age group will increase to 47.4 in 1970.

The enrollment in secondary education (Grades 9-11), ages 14-17, was estimated to be 53.76 *lahks* or 17.6 percent of the total population in this age group.

The total enrollment at the university level (other than technical and professional) was about 12 *lakhs* at the end of the Third Plan and is likely to increase by an additional 5 *lakhs* by 1970.

IMPROVEMENT OF EDUCATION

Besides the expansion of education, the government is equally concerned with improving the quality of education at all levels. With this end in view, the government of India appointed education commissions to study problems at each level of education and to make recommendations to improve the quality of education. As a result of these recommendations, the patterns of educational structure and programs were substantially changed in recent years.

Not satisfied with this fragmentary approach to educational reforms, in 1964 the government of India appointed an educational commission consisting of Indian and foreign members and consultants to advise the government on the principles and policies for the unified development of education at all levels in order to effectively meet the new needs of the nation. The commission's report is now under study by the government.

So far, to secure improvement in the quality of education, greater emphasis has been placed on the orientation of the primary schools to basic type and the improvement of the teacher training institutions.

At the secondary stage of education, vocational courses of terminal character have been introduced, and science, education, and teacher training programs are being emphasized.

At the university level, plans are being devised for the construction of university centers in the Fourth Plan period, each of which will involve a complex of colleges with an enrollment of about 10,000 where facilities for academic work of university standards will be made available.

PHYSICAL EDUCATION IN THE SCHEME OF EDUCATION

Physical education is comparatively well developed at the secondary school level with regard to organization, programs, trained leadership, facilities, equipment, and supervisory service. It is weak at the primary and university levels of education. As a result, physical education has not been completely successful in achieving its stated objectives and thereby taking its rightful place in the scheme of education. Some of the reasons for this unhappy state of affairs can be attributed to a variety of factors.

Unfortunately, the earlier education commissions of university and secondary education viewed physical education as a student welfare program instead of emphasizing it as an essentially educational media. Then again, in a developing country like India, educators and leaders being more concerned with the achievement of rapid economic and social growth of the nation, tend to load the curriculum with academic content, thus relegating physical education to the background. The result has been that although physical education is within the timetable it is not yet a vital part of education.

Physical educators in India undoubtedly have to share a large portion of the blame themselves. They have been weak in organization and therefore have failed to develop sound public relations in the interest of the growth of the profession. As a direct outcome of this apathy, several other schemes were introduced in education, particularly at the secondary level, as parallel or supplementary to the programs of physical education. Fortunately, this trend has now been arrested, but at the cost of some setbacks to the profession.

Lastly, due to inadequate professional preparation of teachers of physical education (only one-year training programs were offered to teachers joining this profession until a decade ago), there has been a shortage of men and women physical educators in India devoted to research and scholarly pursuits in their areas of work. In the absence of such vitally needed research work on problems that are peculiar to the profession in this country, physical education has failed to obtain recognition as a discipline from educators, administrators, political leaders, and the public.

Nevertheless, with the attainment of independence the government of India has taken a keen and active interest in the promotion of physical education in the total scheme of education. And it is to be hoped that the various schemes launched by the government to strengthen physical education will bear fruit in the near future.

PHYSICAL EDUCATION IN PRIMARY SCHOOLS

The classroom teachers are responsible for teaching physical education classes in the primary schools. These teachers receive some instruction in physical education during the pre-service training period. In addition, occasional in-service training programs are organized for the benefit of untrained teachers. In the absence of specialist supervisors of physical education in primary education, the in-service training programs however, are not effectively carried out.

A recent trend in some of the states has been to appoint specialist teachers of physical education in higher elementary schools (Grades 1-8) who would be responsible for the organization and supervision of the overall physical education program for the entire school besides teaching a general subject. Another redeeming feature has been the introduction of a revised syllabus of physical education in the elementary teacher training schools with a view toward improving the abilities of classroom teachers in teaching physical education activities.

It is hoped that with the implementation of this revised syllabus and the appointment of a specialist teacher in higher elementary schools, the physical education programs at this level would be considerably strengthened.

PHYSICAL EDUCATION IN SECONDARY SCHOOLS

As mentioned elsewhere in this paper, physical education is better organized and therefore more effective at the secondary school level. Recently the government of India in consultation with the state governments, decided to integrate the programs of physical education with the programs of the National Discipline Scheme and the Auxiliary Cadet Corps which were competing for the time and energy of the students. This integrated program in secondary education is called The National Fitness Corps Program.

A new syllabus for the National Fitness Corps Program has been prepared and is now being used all over the country. An important feature of the new syllabus is that it has determined a plan for a minimum required program for all students in secondary schools. Another feature is that grades 6-9 will have five periods of physical education per week and the remaining grades 10-11 at least three to four periods a week. These are significant improvements on past practices and with the introduction of coordinating and supervisory services, the programs of physical education are bound to become more effective in secondary education.

The departments of education of different states in the union organize state level competitions in various games and sports for students in secondary schools. In addition, the All India School Games Federation conducts an annual national competition in selected games and sports for representative teams from the states. These competitions have become quite popular and have helped in improving standards in games and sports in schools.

PHYSICAL EDUCATION IN UNIVERSITY EDUCATION

Universities in India are autonomous bodies and therefore, have no common pattern for physical education at the university level. Although affiliated colleges are required to appoint qualified physical education teachers, there is no prescribed program syllabus to be followed.

In the absence of a required program, the physical directors generally organize games and sports programs for interested students who eventually may play for their colleges in the intercollegiate competitions organized by their universities. In turn, the universities form teams from among the students belonging to different colleges for interuniversity competitions. However, the large majority of students who are not skilled in any game or sport receive little or no instructional help from the physical education teachers to improve their recreational competencies. However, since the National Cadet Corps program is made compulsory for all men students in the universities, they get some opportunity for physical exercise and games.

PROFESSIONAL ORGANIZATIONS

The All India Association of Colleges of Physical Education was formed late in 1961 and held its first conference in January 1962. Its primary concern is the improvement of professional preparation of teachers of physical education and it has been doing useful work through conferences held regularly each year. There are today nearly 58 training colleges for physical education in the country.

The Indian Association of Teachers of Health, Physical Education, and Recreation was also recently formed. The membership of this growing organization consists of teachers in service and student teachers in training. In May 1966 the Association held a seminar on physical education and sports. It also publishes a quarterly bulletin. These two associations hold great promises for the growth and development of the profession in the years to come.

PROMOTION OF PHYSICAL EDUCATION

In conclusion, it may be relevant to describe some of the steps taken by the government of India for the promotion of physical education.

1. *National Physical Efficiency Drive.* The National Physical Efficiency Drive was launched in 1960 to create consciousness and enthusiasm for physical fitness among the people and to help them to realize better and more healthful living.

The drive involves two batteries of tests for men and women in four and three age group classifications respectively. On the basis of performance in these tests, the successful competitors are awarded certificates and star pins. The highest award is the three star standard.

2. *Grants-in-aid to physical education colleges.* To improve the facilities of the physical education training colleges and ultimately the standards of professional preparation of teachers, the government of India has been giving grants for developing playgrounds, construction of hostels, gymnasia, administration buildings, and other centers of activity.

3. *Undergraduate and postgraduate programs.* Realizing the need for better trained teachers of physical education, the government of India established The Lakshmibai College of Physical Education in Gwalior in 1957 which offers bachelors and masters degree programs.

4. *Preparation of professional literature.* Under this scheme, it is proposed to have textbooks on health, physical education, and recreation, and books on games and sports written by experienced persons in the profession. These would then be published with financial assistance from the government. The authors would also receive remuneration under the scheme.

5. *Promotion of research in physical education.* To stimulate research on problems related to the field of health, physical education, and recreation, the government has decided to give financial assistance to persons interested in doing research on problems approved by the government.

6. *Central Advisory Board of Physical Education and Recreation.* The government of India formed this advisory board which includes representatives from each state in the union and personnel who are nominated on the basis of wide experience in the field of physical education and recreation. Many useful schemes for the promotion of physical education have been taken up by the government on the recommendations of this board.

7. *Promotion of games and sports.* The government of India established the National Institute of Sports at Patiala in 1961 to train coaches in different games and sports. In addition, under the National Coaching Scheme, 31 regional coaching centers have been opened in different states.

8. *All India and state councils of sports.* To advise the government of India on all matters relating to the development of sports and games, the All India Council of Sports was established. The Council has been able to bring about improvements in the operations of various sports controlling bodies, and has initiated schemes for the improvement of standards in sports. It is now engaged in formulating schemes for the development of sports in rural areas.

Similarly, each state has its own council of sports for advising the Government on the promotion of games and sports within its state.

It should be obvious therefore, even to a casual reader of this paper, that the government of India is keenly and actively supporting the cause of physical education games, and sports for the student and nonstudent populations alike. It is our belief that these various schemes will result in improving the health and efficiency of our people and ultimately in building a stronger nation.

Education Physique et Sportive en Iran

N. HAJ AZIMI

General Director of Physical Education and Recreation, Ministry of Education

L'Iran est un vaste plateau de l'Asie Antérieure, situé au nord du Golfe Persique, au sud de la Gaspienne et de la Turquie et l'URSS, à l'ouest des monts entre le Pakistan et l'Afghanistan, et à l'est de l'Irak.

Historique

Divers documents historiques et de nombreuses légendes nous enseignent que les iraniens étaient dès l'antiquité de fervents amateurs du sport et accordaient une importance toute particulière à la culture physique, à l'education morale et aux qualités chevaleresques.

Les traditions et l'influence préponderante de la religion musulmane ont toujours fortifié cette idée, et les efforts de nos poètes, de nos écrivains et de nos dirigeants nationaux, expliquent que, dans le passé, la pratique des exercices physiques et l'attention à la santé du corps n'ont jamais cessé.

Les buts principaux étaient d'être fort et habile physiquement, de pouvoir se défendre et d'être un bon soldat pour sa partrie.

Les dirigeants encourageaient la jeunesse aux divers sports les plus difficiles et aux efforts durs et pénibles afin de prendre l'habitude de supporter les incommodités et les difficultés de la vie sociale et à acquérir des qualités sportives et humanitaires.

Les sports les plus répandus et les mieux considérés, dans le temps, étaient la lutte, l'équitation, le tir, l'escrime, le lancement de javelot, la chasse et le polo.

Ces différents sports avaient lieu à l'occasion des fêtes et des cérémonies officielles au cours desquelles on vérifiait la force physique et la probité sportive des participants.

Ferdossi, un de nos plus grands poètes, dans son fameux livre s'appelant *Chahnameh*, a beau parlé par de milliers des vers de la façon dont se déroulaient ces compétitions légendaires et la distribution des prix, dont parfois les femmes aussi avaient une part.

Pour avoir une image réelle du sport dans l'Iran Ancien on peut se conférer aux oeuvres des grands historiens et écrivains comme Hérodote, Xénophon et Platon qui ont bien voulu consacrer des chapitres nombreux à ce sujet.

En outre, Sir Ker Potter affirme que la cavalerie militaire a été organisé d'abord en Iran et a été imitée ensuite par toutes les autres nations du monde de l'époque.

Par suite des invasions diverses dont l'Iran à été l'objet, nous ne possédons pas, hélas, l'histoire complète du sport, mais on peut dire, d'une façon générale, qu'après le règne des Sassanides et l'invasion mongole et arabe, les iraniens n'ont pas abandonné leur idéal sportif et ont conservé, de tout prix, les beaux principes du sport antique qui furent transmis de génération en génération jusqu'à nos jours.

Au cours des suppressions politiques, la jeunesse se rassemblèrent et organisèrent des réunions sportives dans des lieux cachés nommés Zour-Khané (maison de force) où ils faisaient à la fois des discours politiques avant et après leurs exercices physiques.

Ces Zour-Khanés étaient considérés comme des lieux saints dont les frais d'entretien étaient supportés par les sportifs et les habitants des quartiers où ils se trouvaient, et les sportifs y pratiquaient avec une cérémonie spéciale, qui était respectée judicieusement et solennellement.

Ces Zour-Kanés, étaient construits dans une profondeur de 15 mètres et avaient une piste creuse de 5x5 mètres de hauteur de 70 à 90 cm. et ne pouvaient permettre qu'à 16 ou 18 personnes de faire du sport.

Tous les européens et les sportifs des pays amis qui sont venus chez nous ont eu l'occasion de visiter ces Zour-Khanés, qui survivent encorc, et d'admirer les beaux principes du sport ancien du notre pays.

Par les écrits des auteurs et des historiens grecs on se rend compte d'une façon irréfutable que la plupart des jeux pratiqués en Athènes, il y a environ 2700 ans, n'étaient nullement ignorés en Iran antique et que les cérémonies dans les manifestations et des compétitions (avec la présence des princes royaux, des chefs des tribus et des autorités gouvernementales) se déroulaient peut-être de la même façon qu'à l'Olympie.

Xénophon donne une description complète et détaillée de ces compétitions et de la distribution des prix aux vainqueurs (Livre 7, Chap. 11), hommes et femmes.

Après la propagation de la religion musulmane les femmes ont connu plus de restriction, pour se relibérer plus tard.

Ainsi on doit reconnaitre que malgré toutes les circonstances, l'esprit sportif des iraniens n'a jamais été étouffé et, grâce aux sacrifices et à la volonté inébranlable de leurs vaillants prédécesseurs, le sport n'a jamais sommeillé en Iran depuis 3000 ans environ.

LE SPORT MODERNE

Le sport moderne en Iran ne date que depuis 1913 où Son Altesse Impériale Mohammad Resa Pahlavie est rentré de Suisse, aprés y avoir fini ses études.

Ayant connaissance de presque tous les sports et étant champion dans plusieurs branches sportives il donna son agrément pour que tontes activités sportives soit mises sous sa Haute direction. Il encouragea et même fortifia la finance des organisations sportives de ses propres dons.

Grâce à son attachement aux sports modernes, un vaste mouvement sportif commença dans toutes les parties d'Iran, et la jeunesse, encouragée par la présence de sa Majesté Impériale en personne dans les manifestations sportives, se jeta coeur et âme dans la pratique du sport.

De bons résultats sont apparus plus tard dans les jeux Olympiques de 1948 et 1952, où l'Iran participa pour la première fois.

L'essor de ce mouvement, avançant à pas de géant, fut tel qu'il attira l'attention du gouvernement et des autorités législatives, et une loi fut promulguée en 1927 rendant obligatoire la pratique du sport pour les élèves des deux sexes dans les écoles primaires et secondaires.

Un Département de l'Education Physique fut institué au Ministère de l'Education Nationale en vue de diriger le sport dans les écoles (1931) et surveiller son bon fonctionnement.

A côté de cette mesure législative pour la jeunesse scolaire, une Association Nationale de l'Education Physique et des Sports fut fondée sous le Haut Patronage de Sa Majesté Impériale Mohammad Resa Pahlavie, afin de propager et vulgariser le sport moderne au niveau national.

L'armée, rénovée et reformée, ainsi que les universités ont ouvert leurs grands sports aux sports modernes.

Ainsi, à la veille de la deuxième guerre mondiale le sport moderne avait pris une ampleur considérable parmi les citoyens, militaires, civils, écoliers et étudiants.

SITUATION ACTUELLE DE L'EDUCATION PHYSIQUE ET SPORTIVE EN IRAN

Les Organisations sportives

I. Comité Olympique National.

Est une organisation indépendante avec toutes les qualités d'un Comité Olympique National, affilié au Comité International Olympique. Il est dirigé sous la Haute Présidence de Son Altesse Impériale le Prince Gholame Resa Pahlavie, et a connu beaucoup de succès jusqu'à présent.

Un Secrétaire Général, choisi par son Altesse Impériale, veille au bon fonctionnement du Comité.

II. *Direction Générale de l'Education physique et sportive du Ministère de l'Education.*

Est chargée d'organiser et de développer l'éducation physique et sportive dans les écoles primaires et secondaires dans tout le pays, et de coopérer avec toute autre organisation gouvernementale qui participe dans la formation des maîtres et des professeurs d'éducation physique et sportive.

Avec l'attention particulière qui est, à nos jours, accordeé à l'éducation physique de la jeunesse scolaire, cette Direction Générale prend une ampleur de plus en plus grande.

Cette Direction Générale est dirigeé par un Directeur Général, qui reçoit ses instructions directement du Ministre de l'Education Nationale.

III. *Organisation National de l'Education Physique et des Loisirs.*

Une organisation indépendante dirigée directement sous le Haut Patronage de Sa Majesté Impériale le Chahinch Aria-Méhre qui choisit, lui-même, un chef pour veiller au bon fonctionnement de la dite organisation.

Elle évolue sur le plan national et finance toute organisation et activité sportive non scolaire, nationale et Olympique par ses services appropriés.

IV. *L'Organisation du Sport Feminin.*

Un conseil du Sport Féminin, sous la Haute Présidence de Sa Majesté Impériale Farah Pahlavie, s'occupe du sport et des compétitions des jeunes filles et des femmes non scolaires.

Les résultats relevés dans le développement et la propagation du sport féminin sont brillants.

V. *Le Sport Militaire.*

Les forces armées de Sa Majesté Impériale ont une organisation sportive et des fédérations séparées de préparer les activités et programmes sportifs sur le plan national et international.

L'organisme est affilié au Conseil International des Sports Militaires.

VI. *Le Haut Conseil du Sport et des Loisirs des Universités et des Grandes Ecoles.*

Il est formé des représentants des fédérations sportives des universités, des facultés indépendantes et des grandes écoles, ainsi que le conseil du sport des facultés.

Un Secrétaire Général est chargé, par le Ministre de l'Education, pour veiller au bon fonctionnement de ce Haut Conseil.

VII. *Haut Conseil de l'Education Physique Scolaire.*

Accomplit les mêmes devoirs que le Haut Conseil du Sport Universitaire au niveau scolaire, et met l'accent, surtout, sur l'éducation physique des jeunes. Son organisation législative se compose de la même manière que le Haut Conseil du Sport Universitaire, avec la seule différence qu'ici l'intermédiaire entre le Ministre de l'Education et le Haut Conseil est le Directeur Général de la Direction Générale de l'E.P. du Ministère de l'Education.

VIII. *Role de l'armée de savoir en E.P. rurale.*

Le plan de cette armée de notre revolution nationale vers un développement général, sous les bons directifs de Sa Majesté Impériale le Chahincha fut annoncé, par lui-même, en 1962. La Direction Générale de l'E.P. du Ministère de l'Education eut la mission de préparer le programme de la préparation physique des membres de cette armée afin quils puissent enseigner l'E.P. selon un programme bien précis, dans les villages.

Aujourd'hui, plus de 800,000 personnes jeunes et adultes, des deux sexes, profitent d'une E.P. rationnelle dans les villages les plus éloignés.

IX. *Installation et équipement sportif.*

a) Scolaires

Ils sont payés en partie par les droits d'inscription et les versements des élèves au profit de l'éducation physique dans leurs écoles.

Les sommes nécessaires à la construction d'ensembles d'E.P., des stades, des piscines et des terrains de jeux sont prélevées à la fois sur les fonds du Ministère de l'Education et sur le budget de l'Organisation de l'E.P. et des Loisirs d'Iran.

Nombre des installations et des terrains sportifs.

1. Stades	6
2. Club sportif pour des scolarisés seulement	103
3. Piscines	25
4. Terrains de football (sans gazon)	120
5. Terrains de volleyball	2121
6. Terrains de basketball	1050
7. Salles sportives	17
8. Terrains de jeux	20

Récemment il est officiellement décidé que toutes les écoles (primaires et secondaires) doivent avoir leurs propres terrains et installations sportives.

b) Nationaux et non scolaires.

Ils sont payés intégralement par le budget de l'Organisation de l'E.P. et des Loisirs d'Iran.

Nombre des stades et des installations.

1. Les stades complets	10	
2. Les stades moins équipés	40	
3. Terrains de football	118	(100 terrains sans gazon)
4. Terrains de volleyball	500	
5. Terrains de basketball	300	
6. Salles sportives complètes	20	
7. Salles sportives moins équipées	45	
8. Piscines	35	

Ces terrains et équipements sont utilisés par plus de 22,300 sportifs, hommes et femmes, qui s'accroissent de plus en plus.

X. *Formation des cadres.*

a) Scolaire

1. Ecole Normale Supérieure d'E.P. et Sportive. En 1963 le statut d'une branche d'E.P. et sportive, au sein de l'Ecole Normale Supérieure de Téhéran, fut approuvé par le Haut Conseil de l'Education Nationale.

Cette décision mit 19 ans pour entrer en action et finalement c'était en 1957 où les premiers diplomés en sortirent pour enseigner dans les écoles secondaires.

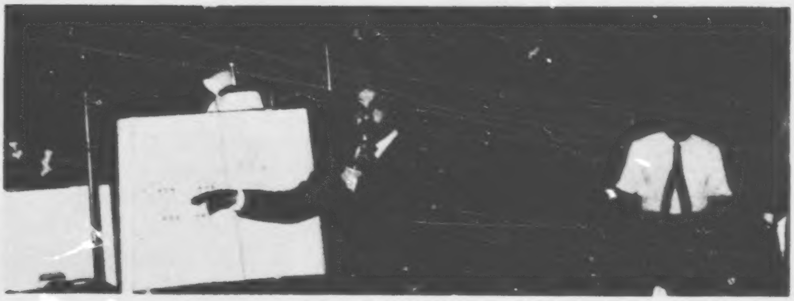
Cette branche fut fermée en 1960 pour être à nouveau ouverte en 1965, d'une façon plus complète.

2. Ecole Normale de l'E.P. et Sportive. Elle fut fondée en 1934, puis fermée en 1940 pour être réinstituée avec un nouveau statut, en 1944.

Il en existe actuellement à Téhéran et dans les grandes villes, et préparent des instituteurs et des maîtres d'E.P. des deux dernières années des écoles primaires.

Il est bon à souligner que l'éducation physique des quatres premiéres années des écoles primaires est assurée par un seul instituteur ou maître qui est, à la fois, chargé de toutes les autres matières d'enseignement de ces jeunes enfants.

En plus, des camps et des stages de formation, d'entrainement et de perfectionnément sont organisés dans diverses saisons de l'année, et des maîtres, des professeurs, du personnel chargés aux mouvements de jeunesse y apprennent les plus récentes techniques respectives.



N. Haj Azimi, Ministry of Education, Iran, delivers his address on physical education in Iran.

Nombre d'enseignants d'E.P. et sportive.

1. Diplomés de l'Ecole Normale Supérieure	137 (G.) 26 (F.)
2. Diplomés de l'Ecole Normale	920 (G.) 188 (F.)
3. Maîtres et instituteurs qui ont participé dans les camps et stages de formation	599 (G.) 262 (F.)
4. Instituteurs et maîtres préparés pour les écoles primaires	7000 (G.) 3000 (F.)

b) Nationale et non scolaire

Toutes les fédérations nationales organisent leurs stages d'entrainement, de perfectionnement, d'entraineur et de juge et arbitre, de courtes et longues durées, pour les entraineurs, juges et arbitres qui sont souvent recrutés parmi des anciens champions et dirigeants sportifs. Ces derniers pourront ensuite, par l'intermédiaire de leur fédération nationale, obtenir leurs brevets internationaux conformément aux règlements des fédérations internationales.

CONCLUSION

De tout ce qui précède, on constate qu'en premier lieu, en Iran, on ne connaissait que la culture physique, et on ne prenait en considération que la force de l'individu sans se préoccuper d'une éducation physique telle qu'elle existe à nos jours.

Depuis plusieurs siècles on cherchait l'homme le plus fort et le plus riche en qualités humanitaires, alors qu'aujourd'hui tout est partiellement modifié et changé.

Bien que l'apparition du sport moderne en Iran ne date pas de très longtemps, nous sommes fiers de constater tant de progrès en si peu de temps.

Aujourd'hui, nos enfants profitent d'une bonne éducation physique par des éducateurs soigneusement préparés, et nos jeunes s'affirment de plus en plus mieux, dans les grandes compétitions et jeux Olympiques.

Les Ecoles Normales Supérieures et les Ecoles Normales d'E.P. et Sportive fonctionnent d'une façon satisfaisante et très prochainement nous aurons une Faculté de l'E.P. et Sportive, et un Institut National des Sports.

De nombreux terrains et installations sont en cours de construction et un stade de mille personnes sera très prochainement construit aux alentours de Téhéran.

Physical Education in Japan

MICHIO IKAI and SHINSHIRO EBASHI
School of Education, University of Tokyo

WHEN A NATIONAL SCHOOL SYSTEM WAS ESTABLISHED IN 1872 for the first time in the history of Japan, physical education was formally adopted as one of the subjects to be taught. In 1913, the Ministry of Education formulated the syllabus for gymnastic exercise at school. The syllabus was revised in 1926, 1936, and 1941. In 1947 the Ministry published the course of study for physical education in the schools. In 1948 physical education was made a compulsory subject at the university level. Since 1949 the Ministry of Education has revised the course of study several times in response to teachers and as a result of practical experiences at lower and higher secondary schools.

OBJECTIVES OF PHYSICAL EDUCATION

The objectives of physical education in the *elementary schools* were stated as follows:

1. To develop fundamental motor ability through the practice of adequate physical exercise of various types, to develop a sound mind and body, and to promote physical vitality in elementary school age children.
2. To develop healthy attitudes and to enrich the lives of young people through familiarity with various sports.
3. To develop an attitude of fair play through the practice of sports and games, to foster proper social attitudes, to stimulate a willingness to observe rules and agreements, to cooperate with others, and to fulfill one's own assigned responsibility.
4. To develop the attitude and ability to engage in sports and other activities of life with proper attention to fundamental rules of health and safety.

In the *lower secondary school*, health and physical education are taught as two aspects of the same course. The objectives are essentially the same as those of the elementary school.

1. To cultivate motor ability and promote the development of a sound body and mind through the practice of adequate exercises of various types as well as through theoretical knowledge about the growth and development of mind and body.
2. To promote motor abilities of various types through the rational practice of exercises and to provide an understanding of the significance of physical exercise in life, thus cultivating proper attitudes and abilities for making life sound and rich.
3. To cultivate an attitude of fair play through the experience of competition and cooperation in sports, and to promote attitudes and abilities necessary for later life,

such as willingness to observe rules and to assume responsibilities in cooperation with others.

4. To provide an understanding of health and safety in individual and social life, to develop the attitudes and abilities to protect oneself and others from disease and injury, and to live a mentally and physically healthy life.

PHYSICAL EDUCATION SCHEDULE

The physical education program is as follows for all school levels:

Elementary School. 3 hours per week from 1st to 6th grade. Total number of hours for a year is 102 in 1st grade and 105 from 2nd to 6th grade.

Lower Secondary School. 3 hours per week in the 1st grade, 2 hours in 2nd and 3rd grades. 1 hour per week is used for health education at 2nd and 3rd grade levels.

Upper Secondary School. 4, 3, and 2 hours for boys, and 2, 3, and 2 hours for girls, at 1st, 2nd, and 3rd grades, respectively. At 2nd and 3rd grade levels, health instruction is given as 1 additional hour per week.

PHYSICAL EDUCATION PROGRAM

At the *elementary school level* the following lessons are taught:

1. Apparatus exercises: horizontal bar, horse, and mat
2. Free gymnastics
3. Athletics and low organized games: running, jumping, baseball, basketball, soccer
4. Folk dance and creative rhythms
5. Other exercises: sumo, swimming
6. Teachings in physical exercise and health of the body (5th and 6th grades only)

In the *lower secondary school* the teaching program for physical education is divided into eight areas:

1. Free gymnastics
2. Apparatus exercises: horizontal bar, horse, iron bar, and mat
3. Athletics: running, jumping, and throwing
4. Traditional sports: judo, kendo, and sumo
5. Ball games: volleyball, basketball, soccer, and softball
6. Dance: folk dance, creative expression
7. Swimming: crawl, breast and side stroke; diving, and water safety
8. Teachings in physical education and health.

The *upper secondary school* offers a full time course and a part time course, the latter intended for young people who have to work while in school. The following activities are taught in the full time course of upper secondary school:

1. Free gymnastics
2. Apparatus exercises: horizontal bar, iron bar, horse, and mat
3. Athletics: running, jumping, throwing, and relay
4. Ball games: volleyball, basketball, rubber tennis or table tennis, badminton, soft ball, soccer, and rugby football.

5. Traditional sports: judo, kendo, and sumo
6. Swimming, diving, and life saving
7. Dance
8. Theory of health and physical education.

At the *college and university level*, two credits in lecture and two credits in practice of physical activities are required for every student in liberal arts and science courses. Though each university has its own program of content and methods, the following topics are usually included in the lecture plan.

1. Mental health; health of the individual, of the community, and of the nation.
2. Kinetics and physiology of sports and physical exercises.
3. Psychology of sports and physical exercises.
4. Social and cultural basis of sports and physical education.

Physical activity is given once a week for 2 periods. Students who fail to get 45 hours total attendance must start all over again. University students are becoming more interested in the improvement of their bodies and physical ability through practical exercises. They are now free from the stress of entrance examinations.

In addition to the required physical education program outlined above, an extracurricular physical education program is also emphasized from an educational point of view. There are two types of extracurricular programs: one is a physical education program conducted in the form of intramural school events planned by the school authorities; the other is an interschool athletic program planned by the student body under the supervision and guidance of teachers.

TRAINING OF HEALTH AND PHYSICAL EDUCATION TEACHERS.

Health and physical education teachers and health education teachers are trained at university and junior college level. The number of credits required for obtaining the health and physical education certificate and the health education certificate is as follows:

1. HEALTH AND PHYSICAL EDUCATION

Subjects	*Number of credits*
Principles and Administration of Physical Education	4
Physiology (including Physiology of Exercise, Pathology, and Anatomy)	4
Practice of Physical Activity	4
School Health	4
	16

2. HEALTH EDUCATION

Subjects	*Number of credits*
Physiology, Pathology, Dietetics Health, First Aid, and Nursing)	6
Hygiene (including Public	6
School Health Program	4
	16

PROBLEMS

Facilities

The facilities for physical education are not sufficient in the schools. Swimming pools are needed at the lower secondary level. At the present time only 30 percent of lower secondary schools have their own swimming pools, even though the number of pools is increasing by 600 every year within the scope of a 5 year plan.

Gymnasiums also are lacking, particularly in rural areas. According to a survey of school facilities in 1961, lower secondary schools which amount to 76.7 percent of the schools have gymnasiums of larger than 250m^2 and smaller than 1,000m^2. The scale of the facilities is becoming smaller in the big city areas.

Teacher Preparation

Teachers of physical education are not sufficiently distributed at lower secondary school level. For example, only 40 percent of the physical education teachers in the lower secondary schools have had major preparation in physical education.

School Curriculum.

In the administration of health and physical education the following problems must be considered:

1. Two or three hours a week for physical activity is not sufficient to learn skills and to improve physical fitness as well.
2. Preparation for entrance examination of pupils forces them to be inactive at school as well as at home.
3. The teaching materials in courses of study are too numerous for pupils to become familiar with in terms of specific skills and techniques of sports and other athletic events.
4. There has been a tendency toward the decline of physical fitness in modern Japan in spite of the increase in body size in recent decades.
5. Sports facilities too frequently are used exclusively by pupils who are trained as the members of a sports club in extra-curricular activities. Average students often fail to get opportunities to join the activity.
6. Teachers are frequently too busy to be active in sports as they require too much time and energy.
7. Accidents occur in the 800 meter distance running sports test.
8. Some principals misunderstand the difference between physical education programs and athletic programs and consider them the same.

TRENDS IN PHYSICAL EDUCATION

Since the Olympic Games in Tokyo in 1964, the Japanese people have developed more interest in the improvement of the nation's physical fitness. The Japan Amateur Sports Association has begun an emphasis on the improvement of physical fitness standards for pupils all over the country who participate in extracurricular activities.

The Ministry of Education is now in the process of reviewing and reconsidering the courses of study of physical education in the nation's schools. The plan of improvement of physical fitness in relation to age and sex has been discussed by the Curriculum Revising Committee. As the first step, a nationwide program of measurement of physical resources and motor ability in youth and adults has just been started. This is part of a trend toward the conquest of the tendency to retardation of the basic body functions.

Physical educators and school authorities have been studying methods of improvement of physical fitness along with the improvement of skill learning in a limited period of time. One of the methods for improvement will be an emphasis on extracurricular activity in both school and community.

For balanced development of mind and body and for integrity of human behavior, physical education is becoming an important subject in the total program from elementary school to college and university level.

A close relationship between health and physical education is now being emphasized. Nationwide provision for school lunches as part of the compulsory education program from 1st to 9th grades has made remarkable progress. The percentage of elementary schools which conduct complete school lunch programs reached 70 percent in 1961.

Safety education is being introduced because of the great increase of traffic accidents, and outdoor education and camping have become significant areas of interest for educators.

Members of the Kyung-Hee University gymnastics team demonstrate their art for ICHPER delegates at Soodo Women's Teachers College.

Physical Education in the Philippines

AGUSTIN A. CAILAO

Director of Physical Education, University of the Philippines

THE PHILIPPINES TODAY is the product of the circumstances of history and the forces of Eastern and Western culture. The diverse influences of cultural and historical development, Chinese, Indo-Chinese, Indo-Malayan, Hindu-Indonesian, Spanish, and American led to a Philippine culture that is a unique synthesis of East Asian and Western-European elements. The early Filipinos did not borrow trait complexes entirely from the people with whom they came in contact. Rather, they selected culture traits which they modified to suit local needs and ways of doing things. This is a practice still prevailing today. These culture traits are now found in our language, religion, artistic tradition, politics, government, system of education, system of values, and other aspects of the Filipino way of life. Physical education as a part of the social life of the Filipinos is one of these culture traits selected and modified to suit local needs.

It appears that the early Filipinos had their own indigenous physical activities which were engendered by the instinctive desire for economic survival. A crude form of wrestling, for instance, was practiced among the primitive Igorots of Mountain province to decide the demarcation line of land property. Folk dancing, mass recreational activities, fencing, *sipa* (kicking a ball made of rattan vine), and several native Filipino games were some forms of physical activity indigenous to the Filipino. However, neither prehistoric tradition nor the later Spanish and American influence dominated Philippine culture which upon analysis is comprised of various borrowings resting in an indigenous base. Spain developed certain institutions designed to reconcile the three main objectives of colonization: God, Gold, and Glory—the conversion of the native people to Christianity, economic profit, and the extension of imperial sovereignty. The Americans developed among the Filipinos an understanding of democratic institutions for themselves.

Sports and games as part of the American cultural heritage were introduced in the Philippines as early as 1898 through the American Armed Forces and the Young Men's Christian Association. The inclusion of Western sports and games in the curriculum of schools and later in those of colleges and higher educational institutions, led to a continuing interest in foreign sports which resulted in a deplorable apathy toward native Filipino games.

What is the program of physical education in the Philippines today? Is a truly representative program of physical education to be found among the public and private schools and colleges, and institutions of higher learning? Does this program not only reflect contemporary Philippines culture, but also meet national and local needs? Such questions can be answered by referring to the mandatory objectives of education and to the programs and problems of physical education in the country.

AIMS AND OBJECTIVES OF EDUCATION

The constitution of the Philippine Republic states that "All educational institutions shall be under the supervision of and subject to regulation by the State. The government shall establish and maintain a complete and adequate system of public education and shall provide at least free public primary instruction and citizenship training to adult citizens. *All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship.* Optional religious instruction shall be maintained in the public schools as authorized by laws. Universities established by the State shall enjoy academic freedom. The State shall create scholarships in arts, science, and letters to specifically gifted students. By virtue of this constitutional mandate, which in a democracy expresses the will and right of its people, the educational system is committed to certain objectives and basic policies formulated by the Board of National Education in conformity with the educational aims stated in the Constitution: (1) To inculcate moral and spiritual values inspired by an abiding faith in God; (2) To develop an enlightened patriotic, useful, and upright citizenry in a democratic society; (3) To instill habits of industry and thrift and to prepare individuals to contribute to the economic development and wise conservation of the nation's resources; (4) To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace; and (5) To promote the sciences, arts, and letters for the enrichment of life and recognition of the dignity of human persons.

The program of education at the elementary level is geared to give instruction in basic knowledge, skills, and attitudes, democratic citizenry and effective participation in community life; and at the secondary level, to provide general education and discover the varying abilities, interests, and aptitudes of the youth, to cultivate vocational efficiency and to lay the educational foundation for higher learning. The educational program of higher education is implemented to attain the objectives of the conservation, transmission, and extension of human knowledge; preparation of leaders in arts, science, and the professions; preservation and enrichment of Philippine culture; and instruction in an atmosphere of freedom, guided by an enlightened love of country and fellowmen.

The Philippine educational system has been subjected to the influence of Western thought and ideology. The ideas of John Dewey, Edward Thorndike, G. Stanley Hall, and lately, those of Whitehead, are discernible educational philosophies guiding and shaping Philippine education. The country today is one of the most education conscious in the world; it has one of the highest literacy rates in Asia; it has more university students and graduates than West Germany; and it allocates more than one third of the entire budget to education—a ratio that is rare in the world.

There are 24 private universities and 349 institutions offering collegiate courses (225 private colleges offer teacher training courses), besides government-subsidized elementary and secondary schools under the Bureau of Public Schools. There are also state institutions of higher education created by special legislative enactment, such as the University of the Philippines, Philippine Military Academy, and other commercial, agricultural, and technological schools.

THE PHYSICAL EDUCATION PROGRAM: A COMMITMENT TO EDUCATION

The programs of physical education in the public and private schools and colleges are instituted on the basis of need.

The programs of physical education in the public elementary and secondary schools are organized under the Bureau of Public Education where the hierarchy of administration and supervision of the program extends from the superintendent of physical education to regional or provincial supervisors of physical education. Implementation of the program at this level is directly under the supervision of the school.

The aim of physical education at the elementary level is to develop physical health and the fundamental social and moral attributes of upright citizenry in a democratic society, and to develop the rudiments of basic motor skills. The program of activities includes body mechanics (posture education); quickly organized games and relays; lead-up games, such as basketball, softball, volleyball, soccer, and track and field; rhythmic activities such as fundamental, interpretative, and dramatized rhythm, singing games and action, folk dance, and creative work. The time allotted to the program is twice a week for forty minutes per class period. The credit earned is integrated with arts and music in terms of the grading system.

In theory the program is excellent. The problem hinges on the implementation of the program due to the lack of adequately trained teachers and availability of instructional materials, equipment, physical plants, and facilities. The desire to improve the total program is always present but it is thwarted by insufficient funds. The problems are disquieting, considering the fact that elementary education is basic education, and free public primary instruction is a constitutional right in this country. The human setting for physical education is ideal because the needs and interest of youth and children for play at this period of growth and development is instinctive, but the supportive climate for learning leaves much to be desired.

A general consciousness, however, of the need to improve the program through the development of teaching competency is awakening. Already, the Philippine Normal College has conducted a workshop to develop a handbook for Filipino teachers of physical education in the elementary grades. A well balanced program of physical education in the elementary school defining the needs and interests and developmental characteristics of Filipino children of the elementary level was developed, including a guidance and evaluation program of physical education.

The organization of the physical education program of the public secondary school is similar to that of the public elementary level. The aims of the program are to develop optimum physical fitness, social values, skills for participation in a variety of games and recreation, and the propagation of culture through folk and foreign dances and songs. The activities include relays and lead-up games, gymnastics (free exercise, marching, light and heavy apparatus), stunts and tumbling and pyramid building, rhythm and dances, mimetics in sports, specialized athletics and sports activities, intramural sports, interscholastic sports, and play days as well as a motor ability test which includes standing broad jump, baseball throw, pull up, and trunk bending. The basic required class is held three times a week for forty minutes for each class; the program in the first and second years is integrated with health education, and in the third and fourth year with preparatory military science education for boys and health education for girls.

There is a move toward upgrading the basic required program through the improvement of teaching competencies and the implementation of a policy of hiring only those with a baccalaureate degree with physical education as a major field of specialization, but the fact still remains that instructional plants, facilities, and equipment are wanting. The traditional idea of annually providing physical education plants and facilities for public schools in the provinces through the provision of stadia constructed and utilized for the interscholastic meet does not work very well because of insufficient funds for maintenance. The provision that qualified male teachers in physical education be employed for the program can hardly be carried out because few male students are attracted to the profession. In view of inadequate salaries and facilities, this is not surprising. The picture, however, is not totally disheartening.

The biggest asset of the program in the public secondary school is the interscholastic athletic meet where eight regions in the Philippines (Northern Luzon, Central Luzon, Southern Tagalog, Bicol Region, East Visayan, West Visayan, Mindanao, and Manila-Pasay-Quezon City-Caloocan Athletic Association) hold an annual competition in basketball, track and field events, baseball, volleyball, and softball for boys and girls.

This annual interscholastic meet among the public schools is an extensive intramural program of activity culminating in an interscholastic athletic meet where each region is represented. It is administered with pomp and revelry in the style of the Olympic Games, thus attracting nationwide interest.

The program of physical education in private and state institutions of higher education is organized independently on the basis of the needs and interests of the institution. In general, higher institutions offer a wide variety of activities geared to the attainment of the following goals which may be arbitrarily classified as—(1) fundamental physical objectives—the development and maintenance of organic vigor, strength, endurance, speed, flexibility, balance, agility and power; (2) motor skill objectives—acquiring proficiency in basic nueromuscular skills; (3) personal-social objectives—development of self-esteem, self-discipline, self-direction, loyalty, sportsmanship, cooperation, group awareness, and emotional control; and (4) knowledge objectives—understanding of values, rules, strategy, and courtesies.

In general, eight units or credits of physical education in the first two years are required for graduation in private and public higher institutions. The program includes separate activity programs in intramural sports and interscholastic or intercollegiate competitive sports. In some progressive institutions where physical education is "departmentalized," such as the University of the Philippines, University of Santo Tomas, University of the East, and Far Eastern University, a teacher training program in physical education as a major field of specialization in cooperation with the college of education is offered.

It is rather difficult to make a general statement on the emphasis of physical education in institutions of higher education in the country, because physical education is "institutionalized" according to the varying needs and interests of each school. The program varies with the needs and interests of each institution. But it can be said that the concept that "physical education is education *through* the physical rather than *of* the physical" is an accepted and recognized point of view among leaders and students of physical education in public and state schools and colleges. The aim is to provide skilled leadership and adequate facilities which will afford an opportunity for the individual or group to act in situations which are physically sound, mentally stimulating and satisfying, and socially sound.

THE INTRAMURAL AND INTERCOLLEGIATE SPORTS PROGRAM IN HIGHER EDUCATION

The intramural sports program in private and state colleges and universities is recreational as well as developmental in nature and serves as a feeder for varsity material. The most popular sport in the intramural program is basketball. Other sports participated in are volleyball and soccer. Swimming and track and field have been recently added in the intramural program of private sectarian and nonsectarian colleges and universities. Notwithstanding all these other sports, basketball remains the favorite sport in the intramural program of institutions of higher learning in the country.

The intercollegiate sports program is of great significance to the development of athletics in the Philippines. Many, if not all, of the best potential athletes from the various inter-high school athletic meets in the private and public schools developed to their peak of performance in the intercollegiate program. The outstanding intercollegiate programs are the University Amateur Athletic Association (UAAP), and interuniversity athletic organization composed of five big coeducational universities in Manila and suburbs which annually hold competitions in baseball, basketball, track and field, soccer (for men), swimming and volleyball (for men and women), and softball (for women only). The National Collegiate Athletic Association (NCAA) in intercollege athletic competition constituting four famous sectarian colleges and two non-sectarian colleges located in Manila and suburbs, with annual sports championships in basketball, soccer, football, swimming, tennis, track events; and the Private Schools Athletic Association (PRISAA), a college athletic competition among representative private colleges or universities of eight regional districts in the Philippines under the Bureau of Private School. The events contested are basketball, cycling, and soccer (men); track and field, volleyball, softball, and swimming (men and women). There are other intercollegiate athletic programs in the Visayan Islands and Mindanao which are formally or informally organized as dual meets but these are confined purely to basketball, soccer, baseball, or track events.

THE TEACHER TRAINING PROGRAM

The idea of a teacher training program in the Philippines was conceived during the Spanish regime but it did not develop and grow for reasons which need no amplification: neither the will nor the facilities to allow development ever existed in sufficient amounts.

In 1893 a normal school for men, which later was named Superior Normal School for Men Teachers, was granted permission to train teachers for elementary as well as secondary school requiring gymnastics as one of the subjects of all candidates for the elementary teachers certificate. It is also recorded in the history of the development of physical education and sports in the Philippines that the great Filipino hero and patriot, Jose Rizal, conceived of establishing in Hong Kong a *Colegio Moderno* in which gymnastics and sports were to be a part of the daily program.

The inception of a teacher training program in physical education occurred as early as 1923 during the American period at the Department of Physical Education, University of the Philippines, when the department offered an assistantship program in physical education in the State University. A teacher training program was initiated in 1924, but it was not until 1925 that a summer course for physical education teachers and athletic coaches was instituted in the University of the Philippines for the benefit of teachers in the public schools. Three years later on December 19, 1928 a curriculum in Bachelor of Science in Education with a major field in physical education was accepted and recognized in the College of Education. In 1930 a curriculum for a Certificate of Physical Education was passed by the U. P. Board of Regents, followed by the development of a curriculum leading to the degree of Bachelor of Physical Education in 1933. Recently, a curriculum for a master's degree (M.Ed.) with physical education as a major field of specialization was recognized by the University of the Philippines with the College of Graduate Education granting the degree. At present the University of the Philippines has graduated 360 teachers of physical education who are either serving as heads of departments or teachers of physical education in various public and private schools and institutions of higher learning. It can be stated in this report that the University of the Philippines through the efforts of the Department of Physical Education, was the first to develop a teacher training program for teachers in physical education and for many long years set the qualitative standard of such programs in the country.

The defunct Summer School of Physical Education, now known as the National College of Physical Education, is another pioneer school for teacher training in the Philippines. The school was proposed by the director of education in 1932 for principals and supervisors of public schools. Initially an in-service training program to develop teaching and supervisory competency in physical education, the courses offered were not given credit until 1937 when physical education was recognized as a curricular subject in the public schools. Through the joint effort of the Bureau of Education and the Philippine Amateur Athletic Federation in 1948, the school was able to obtain the approval of awarding the certificate of physical education to teachers in public schools with a Bachelor of Science who had earned 28 credit units in the school. In a special arrangement of the school with the Department of Education, the former secured the approval of a policy that teachers with a Bachelor of Science degree who were already in the service and who had earned their certificate of physical education would be considered by the Bureau of Education as having majored in physical education and therefore eligible for full time assignment in secondary schools. At present the school now known as the National College of Physical Education has improved the curriculum for Certificate of Physical Education by increasing the required credit units from 28 units to 42 units and has ambitiously developed a graduate program granting the degree of Master in Physical Education. From 1949 to 1965 the College graduated 1,065 teachers in physical education in the undergraduate course and 3 in the graduate course.

Other institutions of higher education such as the Far Eastern University, University of the East, and the Manila Central University later followed to include physical education in their Bachelor of Science curriculum as a major field of specialization.

THE PROBLEMS AND TRENDS IN TEACHER TRAINING PROGRAMS IN PHYSICAL EDUCATION

One of the biggest problems in the teacher training program of physical education is the absence of a curriculum for a major or minor field of specialization in physical education at the elementary level. While the degree of Bachelor of Science in Elementary Education in now required of academic teachers in the public and private elementary schools in the country, the B.S.E.Ed. curriculum has not yet been developed to include physical education in the teacher's training program. As a consequence, the physical education classes at this level are conducted by the academic classroom teachers, a practice which has been traditionally condoned since the beginning of public schools in the country. To remedy this deplorable situation, academic teachers are encouraged to pursue a study of physical education courses during the summer term as well as to acquire a certificate of physical education. Even so the quality of teaching competency remains substandard.

In general the curricula for prospective teachers of physical education are not well balanced; they include more subjects of specialization where the greater need is for general proficiency in different areas. While it may be argued that specialization is a function of the candidate's abilities, the balanced physical development of students is the overall aim of the entire program. This qualification should be kept in mind in any attempt to revise such curricula.

In the light of the foregoing description it should not be surprising that there is no systematic recruitment, much less selective admission, for prospective teachers of physical education. As in other disciplines, physical education requires certain basic aptitudes and interest if it is to be taught successfully. The development of criteria for the recruitment and selective admission of students would certainly contribute to the improvement of the physical education program. That only a competent and interested teacher can have interested students is as true of this field as of other subjects.

The four-year B.S.E., P.E. major, degree program for secondary teachers needs to be extended to a fifth year to include a comprehensive general education curriculum in the first two years, professional education subjects, and sufficient training in both general and special physical education subjects. If depth and breadth in the area of specialization are to be achieved, this fifth year of training should be required.

While there are a number of experts on physical education in the country, they have yet to organize themselves into a body in which they can act cooperatively as consultants in the development of curriculum guides for physical education. This is not to say that they are unwilling to do so; it may only indicate that there are not enough of them so that their energies are fully occupied elsewhere. Nevertheless, the need for this type of cooperative effort is urgent.

TRENDS

It can be safely stated that there is a tendency to develop athletics and sports which emphasize sensationalism, entertainment, and spectatorship rather than general participation and activity as well as cooperation. Teacher training programs for physical education should deflect this trend toward the latter. Competitive games have their place in the program, but teachers should not lose sight of the overall objective of well rounded development for all, not just a few.

On the other hand, the move to upgrade the physical education curriculum for teaching competence is sound. Efforts in this direction are being undertaken by the University of the Philippines and other institutions of higher learning with professional physical education training programs and should be given the greatest possible encouragement.

Gymnastic performers from the Soodo Women's Teachers College pictured with ICHPER delegates following a demonstration.

Finally, there is a noticeable redirection of interest from matters American to Asian—Asian games, songs and music, and folk dances. The desire to establish closer relations with our Asian neighbors is not necessarily accompanied by a diminution of friendship with western nations. It is perhaps related to the emerging nationalism which motivates the youth, especially the intelligentsia. In any case this appears to be gaining strength.

As a tentative generalization it can be stated that the physical education program in the Philippines is developing in response to the needs of a changing society.

While we grapple with our internal problems in physical education, we are not unmindful of what lies ahead for ourselves and our friends in this part of the world. At no time in Asian history has the need for peace and economic development been more urgent. Only as Asians develop healthy minds and bodies and only as they unite in the pursuit of peace and progress can these aims be achieved. To this end it is proposed that a regional institute of athletics and physical education be established in Asia wherein all members of the modern physical education alliance—sports, health, physical education, and recreation—are equally embraced and emphasized for the educational and cultural exchange of faculty and students. This would go a long way toward that wide understanding and genuine friendship we all desire. The curriculum of the institute in its broadest sense shall be guided with wisdom toward the promotion of good will, peace, and understanding in Asia. It is common knowledge that the forces working toward interregional and intercontinental disunity in Asia have increased to overwhelming proportions: the Peking-Taipei division, the Pyongyang-Seoul stalemate, the Hanoi-Saigon conflict, the Djakarta-Kuala Lumpur confrontation, the Peking-New Delhi controversy, the New Delhi-Rawalpindi animosity, the Israel-Arab antagonism, the Arab and Non-Arab schism, and the Cyprus dispute. Physical education programs of plays or native games or sports, folk dances, and other indigenous physical skills of each Asian country can be allowed free expression and the inherent educational values in them can be stressed toward the development of peace and common understanding of the Asian race. How would it be financed? It is hoped that some international organizations such as Unesco and other philanthropic foundations will rally to this cause. Where will it be located? You will forgive the bias if I argue that by virtue of the accidents of geography and history it should be located in the Philippines. However, we shall not be dogmatic about this. We merely urge you to ponder the proposal.

For all of us the development of sound programs in physical education is a matter of mutual responsibility. In coming together here we have derived some inspiration to pursue that responsibility with greater dedication.

A Physiologic Basis for Optimum Standards of Exercise in Boys and Girls

MICHIO IKAI
School of Education, University of Tokyo

THE SYSTEMATIC SURVEY OF THE PHYSIQUE OF JAPANESE BOYS AND GIRLS by the Ministry of Education since 1900 reveals that body size has increased in recent generations in Japan as well as in other countries. For example, statistics show that over the past 60 years, body height has increased by 7 cm, and body weight has increased by 4.6 kg in boys and 2.4 kg in girls of 20 years of age. Also, Japanese youth are becoming more slender, as was indicated by a decrease of Rohrer's index—3.8 percent in boys, 6.9 percent in girls—indicating some relationship between body height and body weight.

It may be natural that the accelerated rate of growth of physique is accompanied by early maturation. The age of menarche for Japanese girls is one year younger than 20 years ago. It is generally known that this tendency is more significant in urban than in rural districts. There is a tendency to consider this pattern of growth a result of improved nutrition and better standards of living. However, there are some problems to be discussed from the standpoint of physical fitness. There is the serious question as to whether early maturation is combined with an insufficient development of working capacity.

There are some significant imbalances between size development and functional ability. The strength of the grip and back muscle of school children in Tokyo is considerable before the age of 15, particularly in ages 10 to 14. After the age of 15, the muscle strength remains almost same in children tested during the last 20 to 30 years. (Figure 1) This result suggests that in recent years the development of muscle starts in an early stage of growth and declines sooner than in previous generations.

The record of standing broad jump does not show any differences in terms of muscle power while the body height at the same age was improved about 2.0 cm in the same period. According to a dimensional analysis by E. Asmussen, K. Nielsen, and the present author, the muscle strength must be improved approximately by the 3rd power of the body height, and the distance of the standing broad jump by the 2nd power. From this point of view, the body function in the modern Japanese did not follow a balanced development in relation to the body size. Although there is not sufficient data to compare the present endurance ability

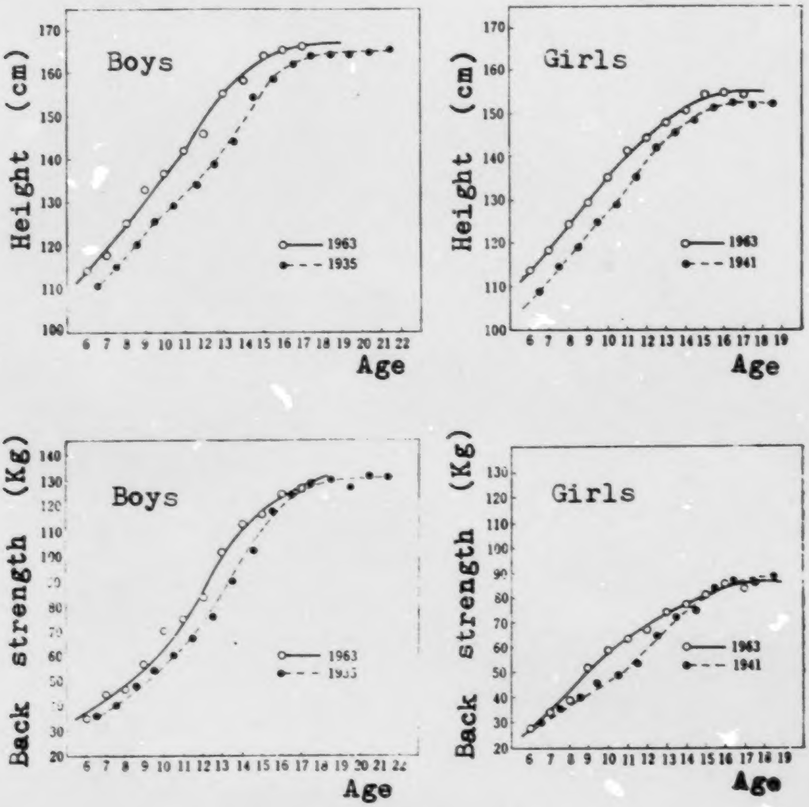


Figure 1

Trend in body height and back strength of Japanese boys and girls.

TABLE 1. COMPARISON OF SPEED AND ENDURANCE RUNNING BETWEEN URBAN AND RURAL DISTRICTS IN JAPAN

(Age 12, Boys & Girls)

Sex	Boys		Girls	
	1,500m Run	50m Run	1,000m Run	50m Run
URBAN district	6 min 57.7 sec	8.3 sec	4 min 53.8 sec	8.9 sec
RURAL district	6 min 25.7 sec	8.6 sec	4 min 42.4 sec	9.0 sec

of Japanese with that of the past, it is supposed that some retardation of physical function has resulted from an overdose of nutrients and insufficient muscular activity.

It is worthwhile to note that children in urban districts are superior in speed activity and inferior in endurance to children in rural districts as shown in Table 1. This might reflect a pattern of physiological adaptation to the living conditions. A further survey, however, of school children in a section of Tokyo—one of the most crowded areas in the country—revealed that the children are significantly inferior not only in endurance but also in speed activity to those of rural districts. A typical pattern of this inferiority is found in obese children as shown in Table 2.

Although "we do not know how much fitness we need" exactly, as mentioned by P. V. Karpovich, we should determine optimum standards for the well balanced development of physical fitness with regard to age, sex, and body size.

TABLE 2. COMPARISON OF PHYSIQUE AND PERFORMANCE BETWEEN JAPANESE ORDINARY AND OBESE CHILDREN

(Age 13 Boys)

	Ordinary	Obese
Stature	159.2 cm	154.4 cm
Chest girth	86.2 cm	91.6 cm
Skin fold	10.2 mm	27.6 mm
Weight	56.0 kg	65.5 kg
Rohrer's index	1.40	1.79
Grip strength	R 42.0 kg	31.0 kg
	L 37.5 kg	27.0 kg
Back strength	151.0 kg	90.0 kg
Running time*	6 min 06 sec	1 min 38 sec

* 180 m/min
8.6%

AN APPROACH TO THE OPTIMUM STANDARD OF EXERCISE

The main objective of this study was to determine optimum standards of exercise to improve general endurance. As the first step of study, treadmill running time was measured as an index of general endurance in boys and girls from age 10 to 17, at a speed of 180 meters per minute in boys and 160 meters per minute in girls, with a slope of 8.6 percent. (Figure 2)

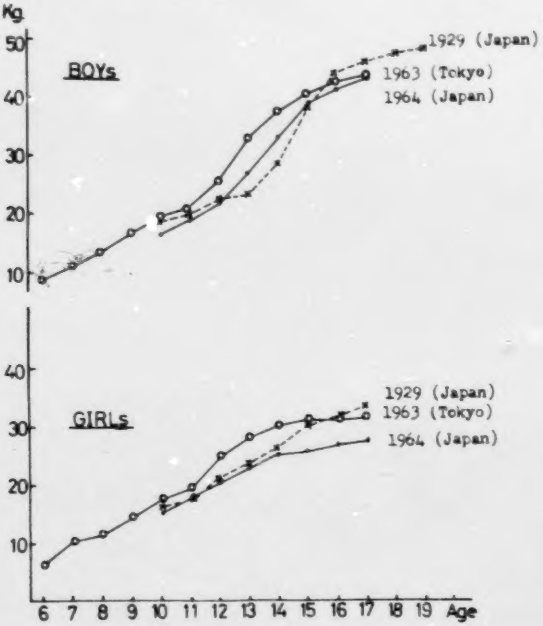


Figure 2

Secular trend of grip strength of Japanese boys and girls.

The endurance running time improved steadily after 12 years of age in boys, while in girls it stopped at age 14. The maximum oxygen intake has been measured as an index of maximum working capacity. For measurement of maximum oxygen intake the subject was asked to run on the treadmill at a speed at which he reaches exhaustion after 5 or 6 minutes. The expiratory gas was collected during the 4th to 5th minute after the start of running. The average maximum oxygen intake was 1.41 1/min. at age 10 approaching a plateau of 3.02 1/min. in boys, and 1.39 1/min. approaching a plateau of 1.90-1.98 1/min. in girls. The maximum oxygen intake per kilogram of body weight was 50.0 ml/kg/min. in boys and 40.0 ml/kg/min. in girls.

PHYSIOLOGICAL BASIS OF PRESCRIPTION OF EXERCISE

The frequency, duration, and intensity of exercise were recommended as the following:

Frequency. A 3-times-a-week schedule was adopted as a convenient standard frequency, and duration and intensity determination was based on this schedule.

Duration. It has been observed from the cardio-respiratory measurement during treadmill running that it takes about 5 minutes for full activity.

Intensity. The endurance running time to exhaustion was measured on the treadmill at three different speeds in each subject. From these results, a diagram was designed as shown in Figure 3. The ordinate in the figure shows the endurance running time in one minute. The abscissa shows the speed of running on the treadmill with a slope of 8.6 percent. Adopting 5 minutes for running time, the load of 1/1 maximum means 5 minutes running at which speed the subject reaches exhaustion at the end of this period, and the load of 2/3 maximum means 5 minutes running at which speed the subject reaches exhaustion at the end of 7 minutes and 30 seconds, and so on. A series of experimental studies at the author's laboratory confirmed that there was the same significant effect of training by the load of 2/3 maximum as by the load of 1/1 maximum as shown in Figure 4, while there was less effect by the load of 1/2 or 2/3 maximum. If the intensity of exercise is expressed by the relative metabolic rate, the 2/3 maximum is about 80 percent, and the 1/2 maximum is about 68 percent of the 1/1 maximum.

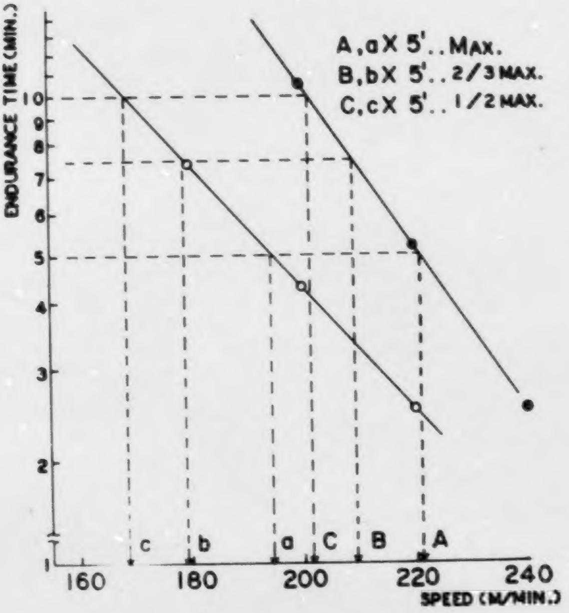


Figure 3

A chart of determination of training speed.

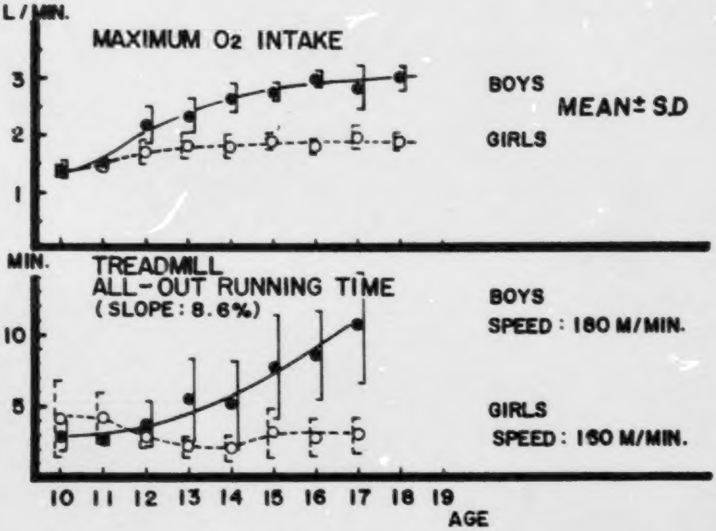


Figure 4
Training effect for treadmill run at the load of 1/1 and 2/3 maximum.

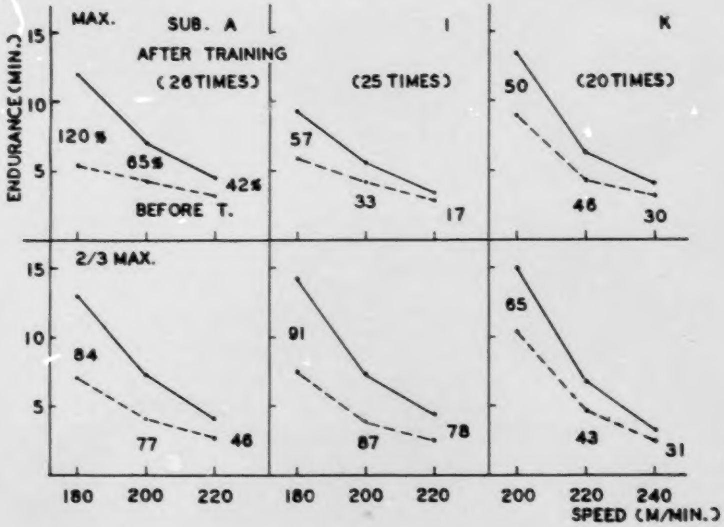


Figure 5
Maximum oxygen intake and endurance running time related to age and sex.

AN EXAMPLE OF OPTIMUM STANDARD OF EXERCISE

The results of training were observed by the increase of endurance running time and the increase of range of adaptation to the standard exercise. The former means the increase of performance, and the latter means the increase of physical resources. An example of the optimum standard of exercise for Japanese boys and girls is presented here as in Table 3. Some practical application by the author revealed that this pattern of training can be recommended at school without difficulty.

TABLE 3. STANDARD SPEED FOR 5 MINUTES RUNNING RELATED TO AGE AND SEX, ON THE HORIZONTAL PLANE

Sex	Age	Speed meters/minute	Duration minutes
Boys	12	180-200	5
	13	190-210	5
	14	200-220	5
	15	210-230	5
	16 17	220-240	5
Girls	12-17	140-160	5

PRACTICAL APPLICATION AT SCHOOL

School boys and girls may be classified by three groups according to their ability. A pupil serves as a pacemaker at a speed prescribed for each group. The boys and girls then perform the exercise for 5 minutes, following the standard set by the pacemaker. This exercise is recommended at least every other day. Experience showed that the children improved not only in endurance running ability but in general activity in their daily lives.

Basic Movement Education with Simple Elements in Primary Schools

LISELOTT DIEM

Director, Sport Institute, Cologne, Germany

IN THE FIELD OF PHYSICAL EDUCATION the primary schools all over the world are very insufficiently equipped. In Germany, for instance, 50 percent of the elementary schools have no gymnasiums for rainy and cold days. Also, there are very few swimming pools and playing fields surrounding the school buildings; there is not enough apparatus for hanging, climbing, etc.; there are not enough installations for jumping, running, and throwing, etc. In general, primary schools are not as well equipped and organized, or as well staffed with qualified physical education teachers as secondary schools. Why should this be?

STANDARDS AND IDEALS

It is generally recognized that ages 6-10 years are the important learning ages for motor skills, for all qualitative differentiation of movements, for improvement of coordination and sensing different movements, and for acquiring basic techniques. It is a fact that children like to experiment and in this way they get to know themselves very well—through self-movements, through moving themselves, and with others, and by running, jumping, climbing, dancing, etc. They test their abilities, their knowledge and their lack of knowledge, their potential and their restrictions; they express themselves individually through a variety of movement expressions and so increase their self-realization. With the beginning of school education at age 6, the child demonstrates great spontaneity, is willing to act, has a desire to exert himself in a playing group, and is eager to learn techniques. "How do you do this?", he asks. In this manner he starts to fix movement patterns and variations.

For example, the best learning ages for swimming, skiing, and ice skating are 6-8 years. The same ages are also very crucial for learning stunts and ball techniques. In summary, ages 6-10, the first four years of elementary school education, are the best years for the development of movement qualities—to learn *how* to move!

Unfortunately, in most cases the elementary classroom teacher is not prepared enough for these important tasks of teaching! The sad fact is that the teacher himself has not developed feelings for his own body movements and has no knowledge of the best teaching techniques because during his teacher training he was not given wide opportunities to learn qualitative differentiations of body movements. He was taught only recreational play instead of definite training methods, and so was never confronted with the challenging and creative task of stimulating young children in this direction. Throughout the world this is the reason why teaching elementary classes in physical education is so restricted. Highly qualified teachers are especially needed for this young age group and are seldom available just for the elementary level. It is interesting to note how the Olympic programs now try to influence this planning at the primary school level. They strongly encourage all nations to consider the best learning methods and motivate us to take advantage of the impressionability of young children in teaching sports. This Olympic trend and challenge should be accepted by us accordingly and should provide an impulse for the initiation and adoption of better standards in basic physical education. For instance, one will become a better musician if the opportunity is given to listen freely and extensively to music, and one learns early in life to differentiate sounds and rhythms; one will have a better understanding of languages if one learns early in life the specific modulations of different languages. Basic processes are learned unconsciously in early childhood by sensing, feeling, experimenting, imitating, and creating. A similar approach is necessary in learning movement.

If children are restricted during the first years of life in the various experiences of body movements they are bound to suffer in their total human development. For instance, a lack of movement may impair the capacity for speaking. It has been found in some cases that children whose speech has been affected by restriction of movement have regressed to the creeping stage of development. These children then can learn to speak only by special educative help. There is evidence too, that if children are restricted in free body movement they will lose their self-confidence and will therefore begin to fear most new learning situations. In most instances, they will always find explanations for their retreat (like some adults in similar situations) and consequently, will be hindered all of their lives in sensing themselves to the fullest extent and gaining the highest degree of self realization. To reemphasize: body movements are like languages—they are a naturally learned expression of man and must be acquired in all differentiations of performance, by sensing, by feeling, by watching, by trying, by experimenting, and by creating. This process will take place at the beginning by most young children unconsciously and spontaneously! Furthermore, self-movement leads to greater self-expression, to increased self-control, to better self-understanding, to progressive self-responsibility, to more independence, and to greater self-realization in becoming a whole person. But this development can only be guaranteed if there exists the proper assistance and competent leadership and if the necessary facilities are available.

Movement education means and includes the following basic elements:

1. The study of the specific phases of learning
2. The teaching of adequate play, task, and exercises for each phase
3. The acquisition of knowledge and understanding toward a greater self-realization through movement experiences and technical performance.

EXAMPLES OF SPECIFIC LEARNING PHASES

The learning phases for each child begin with *the first day of life*, and include the prenatal life. The fact is that before birth the baby is moving strongly and in a coordinated fashion—turning his head, bending and stretching his fingers and toes and moving his arms and legs. An active mother also helps the initial development of her child. Muscular contraction and relaxation applied at the right moment during childbirth facilitates a natural and less painful birth. This active approach during childbirth seems to be physically and emotionally of great benefit to mother and infant alike.

1. *The first year is the phase of self-elevation.* As early as the first week of life the child tries to elevate his head which involves a third of the body weight. In the prone position the child tries this elevation as the best weight training for the development of the back muscles and as the best help toward final self-elevation. The child is born with strong back muscles and therefore the prone position is a natural help for training his abilities; in the back position the child does not have these early opportunities for self-help and self-exercise. The same is true during the bathing of the baby; the prone position allows free movement of arms and legs and helps the child toward early favorable water adaptation, water play, and the elements of swimming. The first months of a child's life are critical for the total development of various motor abilities as well as for the strengthing of emotional stability. This will help towards an increased sense of self-reliance and self-control.

2. *The second and third year is the phase of self-lifting.* The child learns progressively to handle and to manipulate his own body-weight: he tries to hang freely on father's hand, to pull and to push any movable object, to carry a baby car, to climb the stairs, to give resistance, to turn, to roll on the ground, to swing on bars, etc. And in all these efforts the child learns by trial and error to spontaneously control his energies and forces.

3. *The third to the sixth year is the first phase of increased finer coordination.* The child advances to more difficult physical tasks and enriches his repertory of various movement-skills. He begins to play *with* other children. His ability for observation, imitation, and self-encouragement progresses. He starts to differentiate more consciously in terms of quick and/or slow movements, heavy and/or light movements, difficult and/or easy movements, up and/or down movements. These experiences of differentiations lead to a better control of his own movements in variations of space and time.

Every elementary school teacher should know these developmental stages and standards from infancy to beginning school age in order to build on the foundation of the previous movement experiences and to enrich and strengthen the repertory of an individual child's movements. The teacher should also be aware of individual limitations in the development of movements in accordance with a particular age. From three years up the child is ready and anxious to experiment in a group. The child wants to run, to jump, to climb, to swing, to twist, to balance, to roll, etc. Herein lies an ideal opportunity for a great variety of expression and experimentation. In considering some lesser known characteristics of this phase, psychologists have found that three-year-old children are ready for, and welcome competition, and they are inspired by some definite goals. Unfortunately, this natural desire in young children has not yet been recognized and utilized to any significant extent. There is more emphasis placed upon undirected play experiences. A directed learning process may be illustrated in teaching swimming. This activity ideally should start with three year old children in a warm, low-water-level pool. This early water experience will eliminate unnecessary fear and a long period of learning later on in a deep pool. The three year old child should *not* learn techniques but should learn *to feel at home in the water.*

4. *The phase of six to eight years is the phase of experiencing and learning basic techniques.* In this period the child compares and imitates the more specific elements of movement as he tries to jump up quickly and jump down without noise, to support his weight over an obstacle, to climb a moving rope or an iron bar, to swing from rope to rope—from one side of the *Ribitol* to the other, to stand on his hand, to throw a ball to a moving partner, to bend and to stretch the trunk, to perform various stunts, etc. The teacher will ask, "Who is able to try it" and "Who can . . . . ?" Later on she will ask, "Why," and perhaps suggest that it might be better to try it the way Mary did it and not the way David tried it. Then the teacher will ask David, after he has tried Mary's approach, "How does it feel now and which way is better?" School children learn by thinking about things, by reflection.

5. *The phase of eight to ten years is the second learning-phase, the phase of finer differentiations and combinations in movements.* For instance, in the field of languages a child progresses from the use of single words to whole sentences in a logical and creative manner. A similar process will take place with the combinations of movements in running and turning; in jumping and turning; in throwing and catching. All basic movements should be tried not only in various combinations, but also in different situations: with big, small, heavy, and light balls as well as with different apparatus for hanging and climbing movements; running barefoot on sand, grass or on a gliding floor; running up or down, etc. New situations give new impulses for coordination, for adaptation of one's own movement to different rhythms. Ball games or running games within the group provide the opportunity to react and adapt by a variety of movements in terms of space, time, and rhythm.

6. *The phase of 10-12 years is the best age for performance progress.* These are the years for experiences in competition with objective measurement, for mutual cooperation and team spirit in group activities, for learning apparatus activities and life-saving elements, etc.

These elements, if mastered in these areas can be transferred to social situations as well. They can lend grace to social behavior and improve personal relationships. At this age, beginning football and basketball, relay races and dance composition are valuable team activities for learning the fundamentals of group cooperation.

7. *In the phase of maturity from 12-15 years, the principles of coordinated movement performance and movement creativity are crystallized into a distinctive, personal style by the mastery of technique.* In this phase, rather than learning anything new the student becomes aware of his personal responsibility for his individual movement behavior patterns and hence, for his personal life. The value of physical education is the degree to which principles of movement learned in school are

transferred to personal life patterns after school, the degree to which the child assumes a personal responsibility for physical and mental health habits and continuation of movement.

Good physical education is not measured by the sum of exercises but by the sum of experiences which can be applied to living, to work, to recreation. Its value lies in the creation of movement intelligence, the desire to know the *how* and *why* of bodily function and movement which is necessary for a full and intensive life.

THE TEACHING PROCESS

The teacher does not give exercises; she gives opportunities for experimentation. Therefore, "*play*" *is the first step in this process.* Children (and adults) must have a lot of play activities for learning techniques for knowing themselves. Play allows freedom of action. You must decide if you must go in this or that direction in order to catch your partner; you must decide if you will throw in this or that corner to your team mate.

The second step is the movement task. "Who is able to run and turn around? Who will try to put the ball in the basket?" Spontaneity is expected as the response to these questions in addition to setting a specific goal. But the way is free for the child to make his own choice as to *how* to reach this goal. Only if this way is free in different directions can we speak of a "task." If there is only one way to move, there is no task because the exercise is fixed.

Now the exercise is formed. The teacher has chosen several different tasks for the pupils to perform. Each child must now learn the best technique for performing the task efficiently. This learning process shows three distinct phases:

1. *The naive phase.* This means that the pupil does not know anything about technique or about the goals behind different plays. He plays for pleasure, following an innate drive, but at the same time he unconsciously learns something about himself. He tries to run, to jump, to throw, to catch. All movements are done spontaneously in his own manner.
2. *The reflective phase.* This means that the pupil has been stimulated and motivated to reflect on his own movement performances and on those of his partners. He may wonder, "Why is Mary quicker than I in climbing? How can I be more successful in throwing the ball into the basket?" The questions of the *why* and *how* will give some progressive insight into one's own learning process.
3. The *self-learning phase.* This means that the pupil is ready to train himself; he is repeating a particular skill to its perfection.

In summary, all the above stated progressive steps and phases are repeated in the learning of every particular movement skill. It is of great importance to realize that the *play phases* in early childhood go hand in hand with the *learning phases.* Only well prepared elementary physical education teachers who know and comprehend all these learning steps and phases can be successful in guiding and leading children. As man, an intelligent being, learns through many experiences of his life, he also can learn through movement. The whole personality can be guided and a higher degree of self-realization can be achieved through movement education.

ELEMENTS OF SELF-REALIZATION

Finally, in the total process of physical education toward greater self-realization, four dimensions of self-realization through movement shall be specifically emphasized:

I AM . . . through awareness of my physical potentials and physical abilities; through the knowledge of internal and external functional effects; and through training and healthful living, e.g., I am flexible, I am strong, I am coordinate, I possess endurance, or I am lacking all of these or some of them, but most of all *I am*.

I CAN . . . through knowledge of my movement experiences from which I can detect other potentials and abilities, e.g., I can run, I can jump, and turn, I can swim! This recognition will increase a feeling of self-confidence and self-understanding, and will open up additional experiences of I can; I can play in a group, on a team; I can dance with a partner!

I WILL . . . through the comprehension and knowledge of a successful learning process through repetition and vigorous training, as well as through the experience of joy resulting from accomplishment. I will jump and climb higher; I will run faster and wider; I will play with greater accuracy and concentration. This desire opens up avenues for self-initiative and will lead to greater accomplishments.

I CREATE . . . through the knowledge and realization that I can create various individual expressions of movements; that I can use my own insight and my own fantasy to accomplish an aesthetic and effective movement. I create a new dance; I create a new exercise on an apparatus; I create a new strategy of a particular ball play!

It must be understood that especially the last two dimensions of self-realization—I WILL and I CREATE—can only be put into action if the child has acquired elementary skills, the same basis as for expressions of the arts or languages.

THE TURNGARTEN

The *turngarten* offers an ideal setting for the simple self-constructed elements for physical education. The *turngarten* is the result of a need for self-help and the product of progressive reflections for more meaningful and successful elementary movement experiences. This *turngarten* provides the pupils with opportunities for constructing apparatus, allows children freedom for experimentation during and after school hours, and provides opportunities for self-training as well as for the regular lessons.

HEALTH EDUCATION SEMINAR

Improving the Health and Nutrition of Children: A Home, School, and Community Responsibility

MYUNG HO KIM

Assistant Professor, Medical College, Yonsei University, Seoul, Korea

THE ENVIRONMENT OF THE HUMAN BEING has become more complicated than in the past because the world has changed so rapidly. In one generation we have experienced a world transformation into the space age and all of society has been affected in some way. The home, school, and community which have been affected by these changes have had a direct effect on the individual. We are particularly concerned here with those influences which affect the individual's health. In our efforts to protect the health of the individual, we must focus our attention on the environmental elements of home, school, and community which produce the state of health. The host-agent relationship becomes a very important consideration because in a dynamic society we must take a dynamic approach to the maintenance of good health and the prevention of disease.

Education is a process by which we acquire knowledge and values of a culture, and by which we learn to contribute to that culture. Education is that which does the most to enable each student to develop his abilities and serve society. Education must, therefore, be appropriate to the needs of society. But students are individuals, student bodies are constantly renewed, and society is ever-changing. It follows then that education must be dynamic and diverse. High quality in education implies a never ending adaptation and improvement.

Our health concepts have been changed from the simple considerations of physical health to a comprehensive concern for the physical, mental, emotional, and social well-being. Preventive medicine has developed in terms of personal hygiene for the individual, health for the family as a unit, and public health for the community as a unit.

Home and Community Responsibility for Health

On observing the health and nutrition of our children, especially those of school age, we find that the obligation of the school is very great, but it can easily be seen that the role of the home and community in which they live is more important. This is because they spend only 7 or 8 hours a day in school and spend the rest of their time mainly at home or somewhere else in their community.

The home is the very foundation upon which society is built and of all social institutions exerts the greatest influence. Fundamental behavior patterns such as eating, sleeping, and elimination, as well as personal relationships with people and in social situations, are begun in the home.

Public health administration is divided into three major parts: health service, health regulation, and health education. Of these health education is recognized as the most effective and important measure.

Of course, the scope and definition of health education has changed in recent times. The shift of health education came about through advances in health service; progress in the modern public health movement; change in educational philosophy; instructions in allied subjects; advent of school health service; and pioneer conferences, projects, and programs sponsored by a variety of governmental, professional, voluntary, and business groups.

Within the home, parents are the principal educators. Most of their teaching is done informally from day to day. The family physician and dentist are the principal health advisers to parents. Family counseling services are also available in many communities today. In the field of health, the keystone of such family service is the public health nurse in the developed countries. Teachers also play an important part in helping parents with home health education of the school-age child through personal contacts and parent-teacher organizations.

The community health agencies, e.g., health centers and local medical associations, contribute to the improvement of the health and nutrition of children in the community through school health programs and maternal and child health services. The most effective school health program could be carried out by an intimate relationship between the school and the community.

The socioeconomic characteristics of the community influencing children must be considered because there are many developing countries where people are suffering with the triple symptoms of ignorance, poverty, and disease. In observing the health of the child from the beginning of pregnancy to school entrance we find that the economic situation in the home seriously influences his health.

Causes of Health Deficiencies

Growth and development of children in Korea is slower than in Europe, America or Japan. The possible causative factors for this are the mother's lack of health knowledge, little study about adequate diet for the child, delayed weaning, high incidence of intestinal parasites, and shortage of food.

High incidence of intestinal parasites (40 percent in urban, and 80 percent in rural areas), dental caries (more than 75 percent), and eye diseases (3 percent) are regarded as serious health problems in the schools. One of the most important factors impairing the growth and development of children is forced work for the preparation of entrance examinations to high school.

More than 90 percent of all child deliveries are performed by non-medical or non-nursing personnel using unhygienic methods. In rural villages and even in some urban areas, only 15 percent of the total deliveries are performed at the hospital.

According to our survey done in the rural areas, Korean babies are well mothered, but they are invariably breast fed for a very long period as is the case in other developing countries. Only 10 percent were weaned completely before their first birthday; for the rest, breast feeding continued through the second year of life. Weaning was most often determined by the next pregnancy without any definite idea regarding the optimal time for weaning. These data were compared with the United States Recommendation for Dietary Allowances in which no protein allowance is indicated for the first year of life. The lowest intake (less than 50 percent of the recommended allowances) in the first six to twenty-four months of age occurred in calcium, iron, thiamine, riboflavin, and niacin.

These existing health deficiencies constitute a serious threat to the health of the infant and child so that the infant death rate is still high (40 in urban, 60-70 per 1,000 births in rural areas) in Korea.

The Second Five-Year Health Plan is designed to improve the health of the children through well-organized maternal and child health service by the government and voluntary agencies.

It is essential that we develop ways to make up for deficiencies in the amount and quality of dietary supply and then to prevent waste of nutrition caused by disease such as intestinal parasites.

The following are my suggestions for the improvement of health and nutrition of our children in the home, school, and community.

DEVELOPMENT OF CULTIVATIONAL MOVEMENT IN THE COMMUNITY

The political establishment of a community must develop a systematic program in cooperation with the people of the community in order to achieve a higher standard of living. If the government agencies have failed to consult with and work with the people themselves during the planning, the program will be one-sided and apt to fail.

The methods which would increase the incomes of farmers, such as a strong cultivational guidance program, encouragement of side-lines, and reclamation of waste land, have to be studied and practiced. In this way the rural community in the developing countries will not have to depend only on products which they themselves are able to grow. Such programs would enable each home to sell its surplus foods and purchase the meat and nutrition-rich foods which are needed.

HEALTH IMPROVEMENT

Here we must consider such things as public health education, especially instruction regarding nutrition for mothers, improvement of the nutritional condition of children through maternal, child, and school health services, and environmental sanitation, especially the eradication of parasites and outbreaks of the water-borne infectious diseases.

Health Education. Traditional dietary customs which favor the head of the family must be changed. Since ancient times the head of the family has been favored in all things even to receiving the choicest foods.

Health education through mass media is recommended. Mothers especially must be educated to realize the importance of a well-balanced diet, and must be trained in more healthful methods of cooking, using the same materials. But communication through mass media can only succeed if there is intimate cooperation between already existing community agencies.

Maternal and Child Health Promotion. Prenatal care must be given from the early stages of pregnancy to ensure the health of the child. Periodic physical checkups and guidance for nursing and nutrition through maternal health consultation are important responsibilities of the local health centers even though the mother may not have delivery at the hospital with doctors or midwives in attendance.

If postnatal care is taken, earlier recovery of maternal health can be expected for nursing the baby.

Environmental Health. The health problems which are bred by nutrional deficiencies in children are frequently made worse by poor sanitation. The main sources of water in rural areas are the wells. Since there are few sanitary wells many gastrointestinal diseases are noted in children and they are always under the threat of water-borne infectious diseases. It is clear that sanitary water supply and waste disposal are the first needs for the nutritional improvement of children in the rural community.

School Health. Nutritional deficiencies in children in rural areas is a common problem in other developing countries as well as in Korea. A strong remedy for this situation would be a school lunch program. School feeding in Korea is supported by foreign aid through UNICEF with such staples as KCWS milk powder, corn flour, wheat flour, and cotton seed oil, etc. Teacher supervision during lunch periods is an important aspect of a successful school lunch program and elementary school teachers should be educated accordingly.

DEVELOPMENT OF MOVEMENT FOR NUTRITIONAL IMPROVEMENT

To improve the nutritional condition in the community, especially that of children, it is necessary to recommend that the Ministry of Health and Social Affairs establish in each village a nutritional guidance clinic for demonstration projects similar to those in the Republic of China villages.

In conclusion, let me emphasize again the urgent need for an integrated and unified effort by the families, schools, and agencies of a community to achieve a healthful environment for all the members of that community. Good nutrition, good emotional environment, and good health education are the trusts of the home and the school from infancy until the child becomes a self sufficient adult. The schools especially have a major responsibility in establishing health education as a primary objective in developing physically, mentally, socially, and morally sound citizens. The public health program can not be isolated from the individual members of the community or from the schools. Health is a community responsibility and must be maintained and protected by a community effort.

The growth and development of the child is a serious consideration and one which engages the serious interest of every society regardless of the economic or political status of that society. Problems of a similar nature are common to every nation which undertakes to provide effective and wholesome childhood education. We are responsible for our children. We are responsible for eliminating hunger and unreasonable difficulties and problems and for the preparation of a peaceful world in which they may grow up. Good health is basic to these important goals.

William G. Carr, Secretary-General, WCOTP, addresses the Congress. Seated behind Dr. Carr are Gunson Hoh, ICHPER Executive Committee, Republic of China, and Klaas Rijsdorp, Vice-President, ICHPER.

The School's Responsibility in Improving the Health and Nutrition of Children as Seen by the Physician

HYUNG JONG PARK
School of Public Health, Seoul National University, Korea

For a long time the health of school children has been recognized as one of the very important fields in which school personnel has been concerned. The school needs to recognize its responsibility to protect the health of the child and to teach him how to protect and promote his own health thus enabling him to make intelligent decisions with regard to health.

In most countries, the health of the child is included in the objectives of education of the country and the schools are encouraged to make some preparations for an adquate school health program.

In "A Design for General Education" which was prepared by the American Council on Education it was said that in the committee's judgement, "general education should lead the student to improve and maintain his own health and take his share of responsibility for protecting the health of others."

An organized school health program appeared in a school system as early as 1833 when the French government passed a law with regard to the sanitary conditions of the school building and for the health of children. Between 1868 and 1873 physicians were placed on the staffs of public schools in Sweden (1868), Germany (1869), Russia (1871), and Austria (1873). In 1874 Brussels and Belgium developed the first medical inspection system. In the United States the first school inspection was begun in 1894 in Boston, Massachusetts for the purpose of controlling communicable diseases among school children. Following the example of these countries, the idea of a school health program has become widespread all over the world and it has been accepted by most educators as well as the general public.

The school population is now increasing very rapidly throughout the world. The number of students account for approximately one fifth to one fourth of the total population and with this increase the school must assume greater responsibility in the health of children.

If a country wishes to have a healthier status of living, the school can provide one of the most suitable and effective opportunities to make this possible. Children in the school are developing physically, mentally, and socially and adequate guidance and supervision in health including practical nutrition will directly affect their future lives. It is common knowledge that if we want to have healthier adults, provision should be made for this from the earliest stages of life.

INADEQUATE HEALTH CARE

In many of the developing countries in Asia there are serious health and nutritional problems to solve. Many nutritional problems still exist and one of the more serious ones is a lack of protein as well as other nutrients. Some communicable diseases are not controlled and this keeps both morbidity and mortality high. Sanitation is one of the most serious problems of daily life. Infant and child mortality remains high because of unsolved health problems.

How is it possible to solve these difficult problems in order to achieve a healthier and happier life? It is impossible to expect these changes to come from merely establishing good hospitals or strong law enforcement of sanitary regulations.

It is true that the health and nutritional status of people depends upon many factors, such as economic development, food production and distribution, the administrative capacity of public health personnel and others, but the most important step in improving the health of the nation is to foster understanding among the people about the importance of health and help them to find ways to put into practice in their daily life the known scientific facts. You and I know how difficult it is to change a person's beliefs and attitudes and finally alter their behavior which is related to traditional patterns. This can be solved only through an educational process. This is the reason why health must be taught in the school from the earliest grades.

We must remember that what we give children in the school may to a large extent determine and influence community action later. It is our responsibility to promote an understanding of what it means to be a member of a family, a school, or a community. We must never forget that the school population is but a partially and temporarily segregated group of citizens who will be expected to return to the community after they leave the classroom.

In spite of the importance of health and the nutritional problems of children, the present school health program appears to be insufficient and is not meeting the needs in many of the developing countries. Most school administrators and teachers, especially in the developing countries, are more concerned with the intellectual development of the child than with the physical and emotional needs. Often the school becomes a place where teachers and students work to prepare for entrance examinations which are required for the child to be admitted to middle and high school, and the cardinal objectives of education have been neglected.

Parents are also inadequately concerned with the health of their children and hestitate to assume responsibility for health matters. Lack of understanding in the community about the health of children results in the retardation of the development of a sound school health program in many parts of the world. As a result, in many countries health problems are not being solved and health needs are not properly met. Although many persons are interested and deeply concerned about the child's health no positive action has been taken.

HEALTH SERVICES—HEALTHFUL SCHOOL LIVING—HEALTH EDUCATION

Last year, when the 8th International Congress of the ICHPER met at Addis Ababa, Ethiopia, Dr. Hailu Sebsibe explained very clearly what the school health program was. He pointed out that the school health program includes three important phases: school health services, healthful school living, and health education. None of these can be ignored because each of them reinforces the other. For example, without proper health education no health service could be effective and healthful school living could not be achieved. Health service and a healthful environment are one of the means of making health education meaningful to the children. Therefore, the school health program needs to be well planned so as to adequately include all three of the important aspects of the program.

Whenever we speak about school health service, we mean more than a physical examination or first aid. It should include health appraisal including morning inspection by teachers, health counseling and follow-up, emergency care, communicable disease control, correction of defects, the health of school personnel, services for handicapped children, school lunch program, and other services related to the health of the child.

Healthful school living includes not only physical environment but emotional environment as well. School buildings and playgrounds, water supply, food handling facilities, hand washing and bathing facilities, sewage and refuse disposal, heating and ventilation, lighting, and seating are important factors to be considered in addition to the length of the periods of study and homework assignments (especially if the home has poor lighting or study space). Emotional problems among school children, the relationship between the teacher and the child, and the adaptability of child to the new school environment are other problems which are likely to be forgotten or overlooked.

Another important part of the school health program is health education. The school offers many opportunities for health education. Health services and healthful environment in the school have educational components and should be utilized as teaching opportunities whenever it is possible. Health services and school environment should be planned in such a way as to enable both the teachers and the children to develop favorable attitudes and practices toward health in the home, at school, and the community. Every event which occurs during the school day offers a good opportunity for effective health instruction during "teachable moments." The problem is how to make use of these opportunities effectively.

Another advantage of the school in health education is that the school makes it possible to offer systematic health instruction for children. Well planned and organized health instruction which gives consideration to health needs and interests of the child and calls for active participation by the child will bring about more effective learning experiences.

In reviewing the total school health program one discovers many educational components and can readily see that it should be an integral part of the total school program.

Dr. C. E. Turner suggests that "health education must be accepted and fostered by the administrative authorities of the school as a part of the regular education program if it is to succeed and help to produce adults who are capable of solving the health problems in their homes and the community."

NUTRITIONAL BASIS OF GOOD HEALTH

According to the subject of the seminar of today, let us think a little bit about the nutritional problem which is one of the more important problems in the school health program especially in the Asian countries.

Many medical studies and surveys on food consumption have been made in the past and it is known that many children today have diets that are far from adequate. Some of them will have an insufficient diet because of the lack of food to eat but many children eat poorly even when adequate food is easily available.

Dr. Marjorie Heseltine in the Freedom from Hunger Campaign has stated, "School children should begin their study of nutrition with the elements of the subject which have interest and meaning for their age group. As their intellectual development progresses, more complex ideas are presented. In the early years, children are helped to cultivate good food habits and healthy attitudes towards food. From the beginning the child should be able to apply what he has learned in his daily life. By the time he leaves school he should understand why food is essential to good health, his own food needs, and the needs of persons at other stages in the life cycle He should also have some knowledge of the contributions the various food groups make toward meeting those needs. In addition, he should be aware of food values in relation to the cost of various foods used in his community. Finally, he should know how to combine foods in nutritionally adequate and satisfying meals."

One of the working groups from the FAO, Unesco, and WHO meeting on "The Teacher's Role in Nutrition Education" in 1964 stated that "the aim of nutrition education is to enable the school child and, through him, his family to—

1. Acquire simple but accurate knowledge about food and health.
2. Reject false and harmful beliefs about food.
3. Accept food habits that are compatible with normal growth and good health.
4. Acquire understanding and competent skill required to select and obtain an adequate diet for the different age groups and their physical activity from locally available foods.
5. Acquire knowledge and practice of modern food production techniques appropriate to the locality."

However, there is another aspect we must think over very carefully in the program of nutrition.

Too often the child learns only the theory of nutrition without practical application. Children need to be given an opportunity to actively work on problems of real life that have meaning for them in order to convert theory into application to real situations. It will be necessary to understand the various factors in the home and at school which influence attitudes and practices in regard to eating habits if the program is to be successful. Many factors, such as poverty, the lack of enough food, prejudices against food, the lack of understanding of the nutritional values of the food, poor eating habits, infantile behavior of children, overanxious parents, family conflicts, and the values placed on certain foods are deeply rooted in the economic, social, cultural, and psychological components of the environment. How to cope with these factors and find ways to prepare and introduce new and more nutritious foods to the family remains one of our greatest problems.

In many instances the poor food habits are related to home life, the parent's attitudes, and community living patterns; therefore the education of students should be synchronized with family and community education. In order to accomplish the above effectively there must be close cooperation between the home, the school, and the community. School and health authorities must join hands with other agencies (4-H Clubs, Extension Work) and build a bridge to make scientific information meet the needs of the family in the community.

HEALTH AND DEMOCRATIC LIVING

I have mentioned the overall view of the health and nutrition program in our schools very quickly. Now let us discuss several specific points which need consideration if a more extensive and effective health program in the school is to be achieved.

The school health program is a part of the total education program. Health matters can not be separated from the general objectives of education in the countries where democracy is a way of life. It was pointed out in a statement on "Teaching Health in a Democracy" that "Many of the qualities called for in democratic living are associated with health. An emotionally healthy person has a profound sense of personal worth combined with a lively sense of responsibility toward others. Without a wholesome respect for the individual and the ability to plan and work with other individuals for the common good, democratic human relations would be impossible. A mentally healthy person uses reason as a guide in acting. Without the steadying hand of reason to oppose the shifting waves of impulse, a democratic ship of state would quickly flounder. And no nation could long survive without a substantial proportion of physically healthy young people capable of sharing in the productive life of their communities and, if need be, coming to the defense of their country."

This statement suggests that if any nation is to survive and develop, health must be a primary concern. It has been said, "The future of a nation depends upon the health of its people."

HEALTH—A TEAM RESPONSIBILITY

The health program is an activity in which all school personnel must cooperate. Not only the school's physician or nurse but the school administrator, the classroom teachers, the physical education teachers, the school maintenance personnel, and other members of the school staff should be actively involved in the total school health program if the program is to be successful. School health should be an integral part of the total education program and every person must be well aware of how he or she can and does contribute to the total health program.

As an example, I would like to think about the expected role of the teachers in the school health program.

The joint WHO/UNICEF Expert Committee on Teacher Preparation for Health Education pointed out that "the success of the school health program depends largely upon three factors, such as the present policies of the country, the attitude of the teacher toward and his interest in the health of his pupils, and the skill of the teacher in utilizing opportunities for education in health. There is no doubt that without the active participation of teachers, no sound health program could be achieved. As most of the school health programs are preventive, advisory, and educational, much of the work should be done by teachers."

THE TEACHER'S ROLE IN HEALTH IMPROVEMENT

The following are the desired functions of teacher in the school health program:

1. To observe the daily health status of children in the classroom and refer to the school physician, nurse, and parents if any deviation from the normal is found.
2. To participate in the health examination of the children and give helpful information to physician.
3. To work as liaison between school and home with regard to the child's health.
4. To observe the possible signs of communicable disease and refer these to the school physician, nurse, and parents.
5. To supervise school lunches and encourage the students to establish good eating habits.
6. To provide counsel on health problems of children in the school.
7. To encourage parents to assume the responsiblity for their child's health.
8. To carry out first aid or emergency care when it is needed.
9. To assist children in maintaining a hygienic and sanitary environment in the classroom.
10. To understand community health resources and to utilize them in the teaching of health as well as in meeting their health needs.
11. To discuss possible safety hazards and establish preventive procedures.
12. To develop a pleasant classroom atmosphere in teacher-pupil or pupil-pupil relationships.
13. To provide incidental health teaching during the many teachable moments during school life.
14. To provide systematic health teaching in accordance with the curriculum which is so designed to bring about desirable health practices and the development of an ability to make decisions and contribute to the solution of health problems.
15. To furnish an example of health in himself.

To work effectively as a classroom teacher with the above mentioned functions, the teacher also needs to know how to work with other personnel in the school.

School administrators, physicians, and nurses are persons with whom teachers should consult. For a better cooperative relationship, it is necessary to give due recognition to other professions and to encourage an attitude of mutual respect among the different professions and the contributions they can make toward improving school health. Different professional groups have their own functions and responsibilities in the school health program but more close cooperation and additional joint planning with them is needed. The quality of the school health program will be determined largely by the teamwork of the school staff.

COOPERATION BETWEEN HOME, SCHOOL, AND COMMUNITY

The school health program should be closely related to the home as well as the community. The school is a part of the community and the health problems in the school can not be separated from those of the home and the community. Conversely, the problems existing in the home or community immediately influence the school. Therefore, a coordinated program with the school and the community is required. To be effective, provision needs to be made for teachers, parents, health workers, extension workers, and others to have an opportunity to come into close contact with one another. In order to do this there needs to be an understanding of the complementary roles of the various professional groups and how they can bring about coordination in the planning and execution of the programs which are aimed at improving the health and nutrition of a community.

To be able to have an effective, meaningful school health program closer cooperation between education and health personnel are necessary. In many parts of the world a lack of cooperation and coordination exists between these two professional groups and this delays the development of a sound school health program.

It is true that, in many countries, the school health program is under the jurisdiction of the Ministry of Education. However, it is also true that the school health program requires a lot of technical knowledge and skill in both education and public health if the program is to be a sound one. Coordinated planning and programing are required not only at the national level but also at the local level. A school health coordinating committee or council is a type of body which would be able to coordinate the efforts of all the various groups and professions in improving the health of children.

If human life has value and children given to us by divine creation are our greatest asset for future progress and development, we have a responsibility to find a way to utilize all of our efforts and other resources to enable the child to make sound decisions, solve problems, and contribute to improving the health of his home, his family, his community, and ultimately the world.

Meetings of this nature today can stimulate our thinking and perception of the necessary changes but it cannot produce such changes. The action is up to us when we return to our homeland and the routines of everyday work.

Health Education: A Total Approach

PAZ GOMEZ RAMOS[1]
College of Education, University of the Philippines

THE MOST IMPORTANT ASSET of any country is its human resources; therefore, a nation's strength depends basically upon the health of its citizens. From Plato to the present day, education for healthful living has been accepted as one of the major objectives of education. Ruth Strang in "The Role of the Teacher in Health Education" tells us that there is no single list of ". . . cardinal principles of education that does not give health a prominent place. If the child is to be educated, one first specific rule is to make sure of a healthy bodily development."

John Locke, famous seventeenth century philosopher once said, "A sound mind in a sound body is a short, but full description of a happy state in this world. He that has these two, has little more to wish for; and he that wants either of them will be but little better for anything else. He whose mind directs not wisely will never take the right way, and he whose body is crazy and feeble, will never be able to advance in it."

This famous thought on education has certain significant implications. The individual is now conceived as a body and a mind whose functions are "inextricably interwined and interdependent" and are affected by environmental and hereditary factors. His health is no longer considered as merely the absence of disease or infirmity but as a state of optimum physical, mental, and social well-being. The individual has become not only a psychosomatic unit but also inseparable from the group, from the particular society in which he lives.

In recent years, the multimodal functional aspects of health education—body, mind, and society—have been reflected in the deep concern for the full development of the individual in his total environment. Interest in health education has been stimulated by a realization that good health is essential to efficient and successful living. Thus, each child is encouraged not only to be free from disease but also to attain the best mental, emotional, and social well-being. Such a high quality of health does not result from chance. This is the task of health education, a joint responsibility of the individual, the home, the school, and the community.

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[1] Paper read by Elizabeth Mumm, WHO Health Education Advisor, Korea.

WHAT IS HEALTH EDUCATION?

In this rapidly expanding space age, man's concern for his health embraces the entire world, and it is fitting to present a definition of health education which relates to health programs for people of all races, nationalities, and creeds.

Maurice J. Shore defines health education as the "translation of what is known about health into desirable individual and community patterns by means of the educative process." In order to develop a health-educated rather than a health-informed individual, there must be a process of change within the individual which will lead to the attainment of personal, community, and world health goals.

Dorothy B. Nyswander writing in the *American Journal of Public Health and the Nations Health* makes the statement that because health teaching and learning are not identical, health education is not synonymous with health teaching. Health education is a process of self-building. It takes place only through the efforts of the learner, thus it is an active process. It cannot be "given" by one person to another, it is not a set of procedures to be carried out or a product to be achieved. It is a dynamic process of development in which a person accepts or rejects new information, new attitudes, and new practices concerned with the objectives of healthful living.

Health education leads to a way of life and is dependent not only upon knowledge but also upon an acceptance of a system of values which could be regarded as faith. Many of the values sought for in democratic living have health implications. The optimum development of each citizen can be attained only if the individual is physically, mentally, emotionally, and socially healthy. The dignity and worth of the individual as well as his sense of responsibility reach maximum realization if he is emotionally healthy. Democratic human relationships within a society are enhanced if the individual has the ability to deal with others and to work for the welfare of the group. Thus, cooperative action and intelligence are essential in the solution of the individual's personal conflicts and his relationships with the group.

Whatever is taught in health education aims toward the optimum development of the individual's personality—an indivisible entity who must retain his integrated character as long as possible in the face of an adverse environment. While a health educator attempts to meet the needs of the individual, he must not destroy the capacity for self-direction or the free will of the individual to look after himself and his family. One of the great moral values that should be preserved is this feeling of independence and self-help. It is essential that this attitude be developed.

OBJECTIVES OF HEALTH EDUCATION

The major objective of health education is to help people achieve good health through their own actions and efforts. The general aims of health education in the Philippine schools as stated in the health education guide for elementary schools are as follows:

1. To instruct youth so that they may conserve and improve their own health.
2. To establish in them habits and principles of living which throughout their school life and in later years will assure that abundant vigor and vitality which

provide the basis for the greatest possible happiness and service in personal, family, and community life.

3. To influence parents and other adults through health education programs for children; to improve habits and attitudes so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.
4. To improve the individual and community life of the future; to insure a better second generation; and to promote a healthier and fitter nation and race.

Therefore, all efforts in health education are directed toward a society composed of individuals with positive or favorable attitudes and practices who place a high premium on individual, family, community, and world health.

In the schools, these objectives are accomplished by planning a school health program consisting of learning experiences in four areas: health instruction, health services, healthful living, and school-community cooperation for health.

Health instruction is so planned as to provide learning experiences so that the individual may make the right choices and decisions in his attitudes and practices in relation to family and community health. It takes place through direct health instruction; informal health teaching during the teachable moments; and individual and group counseling by the teacher, nurse, dentist, and physician.

At present, health is combined with elementary science from Grades I to VI. The subject is allotted forty minutes daily in the primary grades (Grades I to IV) and fifty minutes in the intermediate grades (Grades V and VI). At the secondary level, however, health is taught with physical education and preparatory military training (PMT). The time allotment for the subject is a twice weekly 40 minute period in all of the four years, except among the third and fourth year boys where it is taught only once a week.

The instruction program takes full advantage of opportunities in healthful school living and health services such as problems related to nutrition, water supply, sanitary toilets, and the results of the physical and medical examination. The primary responsibility of health education teachers is to plan and direct learning experiences with other health and educational personnel so as to assist in developing "health educated pupils."

Teaching guides in health have been periodically revised to keep abreast of present trends and practices in health education. In view of the existing variations in the conditions within the country, teachers are encouraged to make the necessary modifications in their teaching guides. Resource units are planned to meet the particular health needs of the locality. In this manner, health teaching is made more vital and responsive to the health needs of the individual, family, and community. Health content areas usually considered are prevention and control of communicable diseases, nutrition, dental health, safety education, selection of health products and services, mental health, family, community, and international health.

Healthful school living involves the provision of a safe and healthful environment, the organization of a healthful school day and the establishment of interpersonal relationships favorable to the best emotional, social, and personal health of the students and faculty.

Health services for public schools are under the supervision of the health education section of the Department of Education. An exception to this is the City of Manila where the medical and dental services for school children are maintained by the Health Department.

Appraisal of the health of the school child is ideally a team responsibility. Although the family physician is considered in the best position to fully appraise the school child's health, this cannot be applied fully in the Philippines because of the practice of socialized medicine. Moreover, professional health and medical services are limited, especially in rural areas. The role of the school health services is therefore a vital one.

Essentially, the school's responsibilities are "the daily continous observation by the teacher, the appraisal of health status through examination by the physician and dentist, screening procedures by the nurses, teachers, and counselors and reports by parents of their own observations. The school dentist, physician, and nurse devote part of their time to counseling, health education, and planning the overall program.

The ratio of the health personnel per pupil still shows a dire need for more personnel—one school dentist per eleven thousand to fifteen thousand pupils; one school physician for a school division with an average school population of sixty thousand pupils; and one teacher-nurse per five thousand to seven thousand pupils.

The inadequacy of personnel in the school health services area indicates the need for a closer coordination between the Department of Education and the Department of Health. It also reflects a need for additional competencies in the health education teacher so that she can be of greater assistance to the medical, dental, and nursing personnel.

This need was met through a formal agreement signed by the Secretaties of Health and Education for a Cooperative School Health Program in October 1964. A manual for the implementation of the cooperative program on the national, provincial, and municipal levels was likewise developed. A closer coordination not only between the two departments but also among the various health, government, and community agencies is an outcome of this joint agreement.

THE UNICEF-WHO PROGRAM

The Cooperative School Health Program is considered one of the most significant achievements of the first phase of the UNICEF-WHO Assisted Training Program in School Health Education. It climaxed the past half century efforts toward the promotion of health as a home, school, and community responsibility.

The overall objective of the UNICEF-WHO Assisted Program in School Health Education is to develop a coordinated school health education program among the Department of Education and Department of Health, the Institute of Hygiene, the College of Education, University of the Philippines, the Philippine Normal College, and other agencies concerned which will bring about the improvement of the physical, mental, and emotional well-being of the school children.

The initial activities undertaken to meet these objectives were planned on the assumption that improvements in school health program could be most effectively achieved if top level health and education personnel were fully convinced of the need for such amelioration. Six regional workshops involving more than one thousand health and education officials were conducted. Three summer institutes involving school physicians, dentists, supervisors, and classroom teachers were also held in the University of the Philippines. Participants in these workshops and institutes provided leadership in subsequent provincial and municipal conferences.

Other activities included the awarding of scholarships for both undergraduate and graduate studies in health education by the UNICEF and WHO respectively. It is interesting to note that these scholarships, especially local ones, encouraged quite a number of teachers to study without the benefit of international aid. It also provided a stimulus for the University of the Philippines, College of Education, and Institute of Hygiene as well as the Philippine Normal College and other teacher education institutions to study and evaluate their curricula in health education. Sub-committees on Health Instruction (Curriculum), Healthful School Living, and Health Services were organized to provide guidelines for the improvement of the health of the children in schools as well as the people in the community. The sub-committee on Health Instruction recommended to the Board of National Education two three-unit basic health education courses for all prospective elementary and secondary teachers as well as a curriculum for the health education major.

Pilot schools were also set up in health education to serve as demonstration centers for in-service and pre-service education of teachers and health personnel. These schools have also been instrumental in improving health conditions in the community through more vitalized health instruction. Health education specialists for the College of Education, of the University of the Philippines, and the Philippine Normal College served as coordinators for these pilot schools.

The second phase of the UNICEF-WHO Assisted Program in Health Education is now under way. The long term objectives of the project remain the same. However, the focus for the next three years (1965-67) is on the training of teachers for their health education responsibilities. More attention is given to the Bureau of Private Schools and the Bureau of Vocational Education whose needs for qualified health education teachers were not considered during the first phase of the project. The scope and magnitude of the responsibility of the Bureau of Private Schools in education can not be underestimated. It enrolls more than 1,174,118 students (220, 259 students in 209 teacher-training institutions) as compared with 12,790 students enrolled in public normal schools. An estimated 65 per cent of all public school teachers are graduates of private schools. It is contended that the establishment and/or strengthening of the health education program of these schools will produce significant improvements in the health of the nation.

The curriculum for teacher education in both the elementary and secondary levels in private colleges and universities does not include health education except in one or two private schools where a three-unit course on personal and community hygiene is offered. Only one private university offers a major in health education in the B.S.E. curriculum.

The health education preparation for the elementary level in the nationally supported eight regional normal schools and the Philippine Normal College however, requires six units of health education. A graduate program leading to a certificate in school health education was launched recently as a result of the UNICEF-WHO Assisted Training Program in Health Education.

PROFESSIONAL PREPARATION FOR HEALTH EDUCATORS

The professional preparation of health education teachers for the secondary schools in the country has been provided primarily by the College of Education, University of the Philippines. This college has a four-year course leading to the degree of Bachelor of Science in Education with School Health Education as a major field. The curriculum was organized in 1929 by Ursula Clemente with the assistance of Cleotilde Patton, health educators from the United States. Although this program was set up primarily for the training of school health educators, it is of interest to note that most of the country's public health educators are graduates of this program. In 1961, the college launched a master's degree program with a field of specialization in school health education. This program was open only to health education undergraduate majors. In view of the great demand for more qualified health teachers, supervisors, and administrators, a new graduate program was launched this school year for those who are not basically majors in school health education. Thus, there are two graduate programs in school health education at the College of Education: the Master of Arts in Teaching Health Education (MAT-Health Education) and the Master of Education with Health Education as a field of specialization (M. Ed. in School Health Education). The former is open to those who have majored in school health education on the undergraduate level while the latter is for the non-health majors.

The undergraduate professional program in health education aims to develop the beginning specialists. The graduate programs purport to develop competencies in administration, supervision, teaching curriculum, research, and leadership in health education. The main focus in these programs is the strengthening of home-school-community relations for more effective health education.

In line with community development programs in the country, an area which has been emphasized at undergraduate and graduate levels, is the Community Organization for Health Education. Educators realize that good health cannot be forced on people and that people can best achieve optimum health if they have the confidence and will power to work out solutions to their health problems. Thus prospective health educators are provided with work experiences in a community so that they will be more competent health teachers, coordinators, and leaders. In these field experiences, they learn how to practice sound methods and procedures in bringing together people in a community and to assist them in defining their health problems; in planning and carrying out solutions to these problems through action programs, with the help of agencies in the community.

With this stress in the professional preparation programs, health educators have become dynamic leaders in improving health conditions in the home, school, and community through community-school health councils. Lay leaders have learned how to tap all kinds of resources available in the community. The results of researches and studies by agencies like the Food and Nutrition Research Center, Nutrition Foundation of the Philippines, President's Action Committee for Community Development, Bureau of Agricultural Extension, Philippine Reconstruction and Rehabilitation Movement, Community Development and Research Center, Department of Health, Philippine Mental Health Association, Institute of Hygiene and others are used for the solution of community health problems.

The College of Education has also exercised leadership in service education programs in school health education through evening classes and summer institutes involving administrators, supervisors, school physicians, dentists, teacher-nurses, classroom teachers, and their allied personnel. Its faculty members in health education serve as consultant resource persons in regional and provincial workshops as well as course directors and faculty in summer institutes organized through the UNICEF-WHO Assisted Training Program.

Through their participation in these institutes and workshops, the faculty have had opportunities to observe and sense the needs of teachers, administrators, and supervisors in the health education programs throughout the country. Among the most outstanding problems which have come to the attention of the college are the lack of teaching and visual materials in health education and the need for developing more competencies among classroom teachers to work more effectively with the school health services personnel in order to make health instruction more meaningful and functional.

A careful perusal of the professional preparation programs at both the graduate and undergraduate levels revealed that training in the actual preparation of teaching aids has not been given the emphasis it deserves.

The college therefore, has set up a production laboratory for health teaching materials. It aims to produce materials which take account of the customs, values, and available resources of the people. This production laboratory will also train teachers to prepare their own teaching materials, devices, and other visual aids in the most inexpensive ways.

A health clinic has likewise been established for instruction and research purposes. The instruction will be based upon the results of the physical and medical examination of the elementary and secondary students in the laboratory schools. The medical-dental-nurse team selected from the Bureau of Public Schools roster of successful summer institute participants is in charge of the clinic. This team will also assist in strengthening health instruction for the elementary to college level. At this point it is worth mentioning that school physicians, dentists, and nurses now realize that their function is not limited to service per se; their role as health educators has been generally accepted.

COMMUNITY RESOURCES IN HEALTH EDUCATION

School health education in the Philippines has shown an increasing emphasis on community-school cooperation for better health. In health instruction, there is a definite trend toward the development of a curriculum based on pupils' health interests and needs as well as family and community problems. Parents and other community organizations have been involved in planning and evaluating the curriculum. During the past five years, efforts in school education have stressed coordination of agencies and personnel at local, national, and international levels in meeting the needs of the school and community. These trends in health education have been reflected in professional teacher training programs. Professional preparation programs for school health education have been developed and/or strengthened to meet the needs of teachers in the field.

A projected plan of the college is the establishment of a Regional Training Center for Health Education in Asia to meet the demand for professionally prepared school health educators. In view of the nature and extent of present health problems in the Philippines and Southeast Asia, there is a need for professionally prepared school health educators who are equipped with the understandings, attitudes, and practices necessary to fulfill their health and educational responsibilities to children in schools, to the Philippines in general, and to other countries as well.

Efforts should be made by institutions of higher learning in these countries to organize curricula for professional preparation in health education. This may be made possible through the cooperation of the governments of the Southeast Asian countries involved, the WHO, UNICEF, Unesco, the International Council on Health, Physical Education, and Recreation, the International Union for Health Education, and other allied agencies. The free countries in Southeast Asia should pool their resources in order to preserve their democratic ideals and independence. Success in this endeavor depends basically upon the extent to which they develop healthy citizens.

ICHPER delegates and guests at the annual Congress banquet in the dining hall of Hansung Girls Middle and High School.

Réponses au Questionnaire sur l'Education Sanitaire dans les Ecoles Primaires

NGUYEN VAN-HON

Chief, School Health Section, Saigon, Vietnam

A. *Place faite à l'éducation sanitaire*

1. Les élèves des écoles primaires reçoivent, une éducation sanitaire (l'école primaire vietnamienne comprend 5 classes):

   Cours Enfantin (âge: 6 ans)
   Cours Préparatoire (âge: 7 ans)
   Cours Elémentaire (âge: 8 ans)
   Cours Moyen (âge: 9 ans)
   Cours Supérieur (âge: 10 ans)

2. L'éducation sanitaire ne fait pas l'objet d'une discipline distincte mais est donnée à l'occasion d'autres enseignements et de certaines activités de la vie scolaire.
3. L'éducation sanitaire n'est pas donnée séparément.
4. L'éducation sanitaire est donnée à l'occasion d'autres enseignements; il s'agit des disciplines suivantes: sciences d'observation et hygiène, éducation physique (pour les 5 cours du cycle primaire); enseignement ménager: économie domestique, puériculture (au cours moyen et au cours supérieur spécialement pour les filles).
5. L'éducation sanitaire est également donnée à l'occasion de certaines activités de la vie scolaire (contrôle de la propreté des mains, du visage et des vêtements au commencement des classes enfantines), dans certaines activités de jeunesse dirigées par les équipes scolaires autonomes (secourisme), au cours des visites médicales dans les écoles du chef-lieu, assurées par le Service Médical Scolaire et dans les activités spéciales des écoles communautaires dont le but est d'élever le niveau de vie de la masse à tous les points de vue.
6. Il n'existe pas de clubs scolaires, d'organisations ou établissements extra-scolaires pour le développement de l'éducation sanitaire.
7. En ce qui concerne le Ministère de l'Education le budget de l'Etat ne prévoit pas d'allocations spéciales pour l'éducation sanitaire. Toutefois, il y a été prévu, au chapitre des dépenses annuelles, des sommes assez importantes

destinées au financement des stages de formation et de perfectionnement des instituteurs. Durant ces stages, les instituteurs reçoivent des cours spéciaux sur l'éducation sanitaire.

B. *Buts de l'éducation sanitaire*

8. Les buts assignés à l'éducation sanitaire à l'école primaire devront être les suivants: protection de la santé, développement de la propreté et de l'hygiène personnelle et sociale, alimentation plus rationnelle, prévention des accidents, lutte contre les maladies et épidémies, l'alcoolisme, l'intoxication par l'opium, le tabac.

C. *Programmes et méthodes*

9. Il existe des programmes officiels pour l'éducation sanitaire. En voici les grandes lignes:

    Hygiène: Hygiène du corps; hygiène de l'alimentation; hygiène de la classe et de l'école; hygiène de l'habillement.

    Morale et instruction civique: Devoirs envers soi-même: propreté.

    Enseignement ménager (économie domestique): Soins à apporter au linge, aux ustensiles de cuisine, choix des aliments frais, soins à apporter aux malades.

    Puériculture: Manière d'habiller, de porter, de bercer et d'allaiter le nouveau-né.

    Les *Ecoles communautaires* d'autre part ont élaboré des projets et lancé des campagnes dont le but est d'éduquer effectivement la population rurale sur l'amélioration de sa santé. Les principaux sujets d'enseignement sont les suivants: eau potable, lutte contre le paludisme, contre les mouches, alimentation plus rationnelle; protection de l'enfant; maladies infantiles; l'habitation à bon marché; hygiène de l'habitation; Alimentation à la campagne.

10. Ces programmes sont établis uniquement par les autorités scolaires.
11. Dans l'ensemble, les programmes sont les mêmes pour les garçons et pour les filles et dans toutes les classes de l'école primaire. Toutefois, l'enseignement de la puériculture est donné seulement aux filles des cours moyens et supérieurs.
12. Ces programmes varient dans les détails suivant les caractéristiques et les besoins du milieu ambiant.
13. Il existe des instructions officielles concernant les méthodes à employer pour l'éducation sanitaire; exemples: enseignement par la pratique dans les petites classes; études théoriques et plus approfondies dans les classes supérieures grâce aux manuels, aux matériels audio-visuels. Dans les écoles communautaires, les maîtres et élèves s'intéressent surtout aux maladies locales, attirant l'attention de la commune par tous les moyens de propagande.
14. Il existe des *manuels* officiellement prescrits ou recommandés pour l'éducation sanitaire. En voici quelques-uns les plus utilisés:

    Protection de la santé
    Apprendre les bonnes habitudes

Guide d'éducation physique
Mon bébé
Prévention des maladies
Développer la santé
Vivre heureux, vivre fort.

15. Dans l'éducation sanitaire, les notions théoriques occupent la plupart du temps au cours moyen et au cours supérieur des écoles ordinaires. Les applications pratiques occupent la plupart du temps au cours enfantin et au cours préparatoire des écoles d'enseignement général.
16. Il existe à l'école quelques moyens pour l'enseignement pratique de l'éducation sanitaire: démonstration pendant les classes d'hygiène, exercice pratique des premiers secours dans les activités de jeunesse.
17. Des *auxiliaires audio-visuels* tels que: tableaux, photos, croquis, sont généralement employés dans les écoles primaires pour l'éducation sanitaire. Toutefois, dans les écoles du chef-lieu, on dispose des moyens plus modernes tels que projections fixes ou films cinématographiques. Il existe au Service des matériels scolaires des films sonores, des films courts sur l'éducation sanitaire.
18. Les parents sont associés à l'éducation sanitaire donnée à l'école. Ils remplissent les fiches sanitaires rédigées par le Service Médical Scolaire concernant les antécédents familiaux et les maladies contractées dans l'enfance. Quand il y a une campagne de lutte contre la tuberculose, on demande leur consentement pour la vaccination au B.C.G. de leurs enfants.
19. Il existe des publications spéciales pour l'éducation sanitaire des enfants. Les problèmes abordés: hygiène, éducation physique, puériculture, repas scolaires.

D. *Personnel enseignant*

20. L'éducation sanitaire est donnée dans les écoles primaires seulement par les instituteurs et institutrices.
21. Les maîtres primaires sont tenus au courant des derniers développements et méthodes de l'éducation sanitaire d'après les cours réguliers donnés à l'Ecole Normale et dans les stages de perfectionnement pendant les vacances scolaires. A l'Ecole Normale, les élèves-maitres ont dans leur programme normal d'études, par semaine, une heure sur la médecine courante.
22. Cependant, le Service de Santé Scolaire et Universitaire du Ministère de l'Education a actuellement une section d'inspection comprenant un médecin et un inspecteur administratif, se chargeant de toutes les questions sanitaires dans les écoles ayant un centre médicoscolaire.

E. *Action internationale*

23. Notre Ministère de l'Education a signé le 20.1.1965 avec l'Organisation mondiale de la Santé et le Fonds des Nations Unies pour l'Enfance, un accord sur le programme de la santé scolaire et universitaire. Ce programme national s'occupe aussi de l'éducation des maîtres d'école. A leur tour, ces derniers enseignent les notions de santé scolaire à leurs élèves.
24. Notre pays n'accorde pas à l'extérieur une aide pour l'éducation sanitaire.

F. *Perspective d'avenir*

25. Notre pays envisage de développer encore l'éducation sanitaire. Voici nos projets: un cours d'un mois sera organisé chaque année à l'intention de 20 à 40 maîtres, dont 2 au moins pour chacune des écoles ayant un centre médico-scolaire. Les matières suivantes seront enseignées: l'éducation sanitaire à l'école, les éléments du secourisme, la pratique élémentaire de l'hygiène individuelle et collective, les principes de la nutrition, des notions concernant le développement physique et mental de l'enfant, la détection de défectuosités visuelles et auditives qui influencent directement le travail scolaire. Le fonds des Nations Unies pour l'Enfance consent à subventionner le cours de perfectionnement des infirmiers(ères) scolaires pendant les vacances. Ces infirmiers(ères) vont suivre un programme de santé scolaire et seront des auxiliaires précieuses pour l'éducation sanitaire des élèves des écoles primaires des différentes régions lointaines du Vietnam.
26. Ces projets font partie d'un système de planification pour élever le niveau de vie de l'individu, de la famille, de la communauté et du pays.

G. *Divers*

27. L'éducation nationale est en voie de rénovation (personnel, programmes, organisations . . .). Ainsi, le Vietnam espère pouvoir recevoir des aides internationales au double point de vue technique et budgétaire.

Carl A. Troester, Jr., ICHPER Secretary-General; Raymond Ciszek, Assistant Secretary-General, ICHPER; and Klaas Rijsdorp, ICHPER Vice-President consulting during a session of the Congress.

Health Seminar Group Discussions

ELSA SCHNEIDER
ICHPER Consultant in
Health, Physical Education, and Recreation, U.S.A.

AFTER THE HEALTH SEMINAR FORMAL PRESENTATIONS there were opportunities for discussion from the floor. A brief summary of the discussions follows:

1. School health programs of high quality are most likely to be developed and supported when top level education and health authorities are convinced of the importance of such programs.

2. Workshops, seminars, institutes, holiday courses, and similar educational opportunities should be made available to school physicians, other health personnel, school administrators, and teachers. Such educational opportunities are most likely to achieve their goals when top level education and health authorities evidence interest in them.

3. In almost all countries greater efforts should be made to strengthen home, school, and community efforts to improve the health of children, youth, and adults. One way of doing this is to involve people in planning and carrying out health related work experience in the community.

4. The 1967 ICHPER should give special attention to teacher education for health education in all schools preparing teachers, e.g., normal schools, specialist schools, colleges, and universities.

5. The ICHPER, in cooperation with such organizations and agencies as WCOTP, WHO, Unesco, and UNICEF, should explore the possibilities of—

   a. Developing pilot and demonstration centers in various parts of the world which would concentrate on school health in general and health education in particular.
   b. Establishing regional training centers to prepare health education specialists.
   c. Maintaining laboratories to produce and supply teachers and health personnel with challenging, interesting, useful, and up-to-date materials.

Elsa Schneider, ICHPER consultant, makes a dramatic point during the health seminar discussion session.

After the formal presentations and open discussion, small groups were formed to give all participants opportunities to exchange points of view, raise questions, and discuss interests. When the entire group reconvened, one person from each group was asked to report to the entire body on some of the items which were discussed. Among those reported were the following:

1. Top level personnel in the ministries of education, ministries of health, ministries of social welfare, etc., should be cooperating in implementing health education in the schools and community and urging that daily diets include food that will enable man to live a long, productive life.

2. There must be cooperation between pupils, teachers, parents, physicians, nurses, and administrators and all must participate actively in translating the meaning of health to mankind.

3. Education to help people change patterns of life and behavior should be our concern. We teachers must constantly remember this. Our role is important. We must constantly be aware that knowledge and understanding are important influences but we must also remember that for young children we must try to be examples of what we want them to learn.

4. Health education should be integrated into the curriculum for primary school age children (ages 6-10) rather than presented a separate discipline. Among the points to be emphasized for this age group are protection of health, cleanliness and sound hygiene, better nutrition, accident prevention, and the dangers of narcotics and drugs.

5. The community school can plan projects for improving the local conditions, e.g., making the drinking water safe to drink, eradicating flies, improving nutrition, protecting children, eliminating childhood diseases, and teaching the fundamentals of first aid. Practical approaches should include demonstrations and audio visual aids.

6. Attention is now being given to refresher courses which are optional during holiday periods and organized courses for a limited number of teachers where stress would be placed on elementary first aid, practical body hygiene, nutrition, development of children, physical defects that might effect progress in school, etc.

7. In many parts of the world women could play a more prominent role than they are now permitted to play as teachers and leaders in health education and physical education.

8. Perhaps it will be possible to arrange for exchange of teachers of health education among nations or regions so that they can learn from one another, thereby improving programs for children and youth. This may, in turn, result in improved child and community health.

9. All countries should make provisions for the education and health promotion of the handicapped.

10. One group consisted largely of physical educators who seemed to agree on the following points:

a. We physical education teachers are always concerned about health education but we do not have opportunities to study about it.

b. As physical education teachers we can cooperate in promoting health education. Also there are many opportunities in physical education for teaching various aspects of health education, such as the values of exercise, nutrition, growth toward maturity, and body care, but we must revitalize our interests and actually do something about our concern for the health of our pupils.

c. Perhaps as education and health authorities at all levels come to believe in the values of health education and to see our role in teaching about health, we will have more opportunity to become competent.

ICHPER Projects and Plans 1966-1967

ICHPER Secretary-General, Carl A. Troester, Jr., reported to the Delegate Assembly the deliberations of the Executive Committee during the Korea Congress. Following daily meetings at the Congress, the Executive Committee had discussed and approved the plans and projects for 1966-1967. To be included among the major efforts of the ICHPER during the current year will be the following:

1. *Revision of the ICHPER Questionnaire Reports.* The three reports, "Physical Education and Games in the Curriculum", "Teacher Training in Physical Education", and the "Status of Physical Education Teachers" were conducted in 1962 through the cooperation and partial financial support of Unesco. Information was collected in the three specific areas from nearly 50 countries. The cooperation and financial support of Unesco is again being requested. The purpose of the revision is to determine what progress and changes, if any, have occurred in the countries reporting since 1962 and to include information from 20 or more additional countries.

2. *Tenth Anniversary ICHPER Congress.* Vancouver, Canada has been selected as the site for the 1967 ICHPER Congress to be held July 28 to August 2. That Congress will mark the tenth anniversary of the founding of the ICHPER. This significant milestone in the growth and development of the Council will be of particular importance and plans will be made to ceremoniously celebrate this historic occasion.

3. *Cooperation With Other Professional Organizations.*
    A. The ICHPER will cooperate with the Thailand Association of Health and Physical Education in holding professional meetings immediately preceding the Asian Games. The meetings are scheduled for December 6 and 7, 1967 in Bangkok, Thailand. The ICHPER will send a representative to participate in the meetings and to attend the Games. The representative will explore with our professional Asian colleagues the need, value, and feasibility of establishing an Asian Association for Health, Physical Education, and Recreation.
    B. The ICHPER will cooperate with the International Olympic Committee (IOC), Federation Internationale de Medecine Sportive (FIMS), and the International Council on Sport and Physical Education (ICSPE) in sponsoring and conducting the professional meetings held in conjunction with the XIX Olympiad to be held in Mexico City, Mexico

in 1968. The various organizations will collaborate in developing outstanding professional programs for these highly significant and vital meetings.

4. *Games and Dances Book*. Completion of the book, "Learning About the World Through Games and Dances," is now scheduled for publication prior to the 1967 ICHPER Congress. The book, originally planned for 1965, is a compilation of children's games and dances from countries throughout the world. Primary and intermediate school teachers who are responsible for teaching physical education classes will find this a useful publication.

5. *Extended Cooperative Efforts*. Throughout 1966-1967 the ICHPER will seek closer cooperation with national professional associations, governmental educational agencies, and professional leaders throughout the world. ICHPER membership will be encouraged by each to strengthen international ties and to work toward greater cooperation in improving the profession at the international level.

RECOMMENDATIONS

1. As an outgrowth and follow-up of the Korean Congress, the representatives of Asian countries attending the Professional Meeting scheduled to be held immediately before the Asian Games should find time to discuss and propose ways the ICHPER can assist them in improving their programs of health, physical education, and recreation.

2. The Executive Committee should find ways of making teams of experts in health, physical education, and recreation available to member countries upon request to provide such services as—

(a) Guidance in the improvement of programs

(b) Assistance in the development of instructional materials for various age groups and for different levels: for example, local, national, international, or universal

(c) Help in planning and conducting workshops, seminars, and institutes—both graduate and undergraduate—based on a realistic appraisal of needs (local, national, and regional).

3. Every effort should be made to help countries in difficult circumstances provide quality programs of health and physical education. The following programs might be helpful:

(a) Send documents, books, pictures, films, play equipment

(b) Invite delegates from these countries (through proper channels) to participate in meetings, seminars, etc.

(c) Make available the services of carefully selected teams of experts.

4. It would appear that the teaching of human sciences (anatomy, physiology, psychology, sociology and philosophy) is too often separated from the teaching given in the field.

Efforts should be made to promote, maintain, and develop a close relationship between theory and practice.

Such an approach will make it possible, on the one hand to better select, justify, and explain what should be done and, on the other hand, to better implement what has been proved and well grasped.

This will make it possible to apply research and to extend to our discipline the benefit of the most up-to-date scientific knowledge.

5. In colleges and universities preparing teachers and leaders of health, physical education, and recreation, the quality of the training programs should be of the same level as that of other phases of the teaching profession.

6. The ICHPER should intensify its efforts to foster exchange of faculty and students—both men and women—in health, physical education, and recreation.

7. All associate members that have periodicals should devote some space to ICHPER news.

8. The editor of the ICHPER *Bulletin* requests professional colleagues and professional associations to send him interesting and pertinent news throughout the year.

9. The Executive Committee will inform national associations that do not publish a magazine of their own that *Gymnasion*, the official ICHPER periodical, will make space available insofar as possible for the purpose of expressing points of view, presenting articles, etc.

10. *Under qualified professional leadership*, school facilities and equipment should be made available to children, youth, and adults during out-of-school hours as much as is practical.

The ICHPER, on behalf of its Executive Committee and all colleagues participating in this 9th Congress, extends its great appreciation for the generous hospitality and support of the Minister of Education, the Korean Federation of Education Associations, the Korean Organizing Committee, all the authorities in the government, and the many individuals who contributed to the success of this Congress.

Membership

"CAN I, AS AN INDIVIDUAL, BECOME A MEMBER OF THE ICHPER?" is perhaps the most frequently asked question by participants at the annual congresses. It is appropriate, therefore, for us to take a few moments at this general session to explain to all delegates the various types of ICHPER memberships available to colleagues everywhere; and also to encourage each of you to lend your support to our professional efforts at the international level by joining the Council through the membership best suited for you.

INDIVIDUAL MEMBERSHIP in the ICHPER is available to all those who are engaged in health, physical education, sports, and recreation and who wish to identify themselves with an international cause. It is urged that colleagues the world over consider joining the ICHPER and through membership assist the Council in furthering its goals. ($10.00)

INSTITUTIONAL MEMBERSHIP is for colleges, universities, institutions, libraries, research centers, and other agencies concerned with health education, physical education, or recreation. Teacher training institutions who prepare teachers in these important fields of education will want to join the ICHPER so that their faculty and students can keep informed of the important development in these fields and keep abreast of the new and significant trends that are taking place. This type of membership should be a must for every institution preparing teachers for the profession. ($10.00)

NATIONAL MEMBERSHIP is for those professional organizations within each country which serve the needs of professional personnel in health, physical education, and recreation. The ICHPER strongly urges all professional associations and national departments of physical education to join and to lend their cooperative support in building a stronger profession. Through the cooperative efforts of national professional organizations and leaders we can work together to improve programs for boys and girls everywhere. ($10.00)

INTERNATIONAL MEMBERSHIP is for any association organized on a multinational basis with interests related to those of the ICHPER. A number of such associations have joined the ICHPER and we hope that others will want to in the future. ($10.00)

REGIONAL MEMBERSHIP is available for any association organized to serve the needs of groups within a specific geographical area usually involving two or more countries. ($10.00)

CONTRIBUTING MEMBERSHIP is for persons or organizations who wish to give substantial assistance to the professional growth and development in these fields of education on an international basis. ($25.00 or more)

Colleagues everywhere realize, I am sure, the importance and the value of membership in any organization and, in particular, in that of a professional association. Without members there can be no organization. It is only from its membership that the organization draws its strength, its leadership, its vision, and its ability to accomplish its stated aims and objectives. The ICHPER relies on its membership for such assistance and for their financial support that is so essential for carrying on its programs. These programs are designed and selected for their contribution in strengthening and improving the profession. As the prestige of the profession increases at the international and/or national level it has meaning and implications for professional teachers and leaders everywhere. Therefore, it is important that colleagues throughout the world keep informed of the developments in the profession; membership in the ICHPER provides one such opportunity.

During the remainder of 1966 and throughout 1967 the ICHPER will concentrate a greater part of its efforts on increasing its membership in all membership categories. The initial efforts will be directed toward professional associations and national departments which are responsible for school health, physical education, sports, and recreation programs. The next greatest effort will be placed on increasing institutional and individual memberships. Training institutions for physical education teachers must take the leadership in providing for their students and faculty a broad horizon of professional knowledge and current developments within their specialized areas of education. Individuals will want to join the ICHPER for their professional growth and to keep informed of the developments at the international level.

In physical education, sports, and recreation we have that common element of working cooperatively together to achieve desired ends. We may well take a lesson from these principles that we teach our pupils and appropriately apply them to our profession. With the pooling of our efforts and working together we can achieve greater recognition and status for our professional programs.

You are invited to join the growing world community of professional leaders who actively support the efforts of the ICHPER in strengthening the profession at the international level. Your membership in the ICHPER will bring you these publications annually:

Four issues of GYMNASION, a journal treating professional issues of international concerns,

Four issues of the ICHPER Bulletin, a newsletter reporting significant professional developments and activities,

Proceedings of the Annual International Congress of the ICHPER, and other publications as made available.

Unesco coupons are acceptable for the payment of ICHPER membership dues.